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ABSTRACT

The following addresses or abstracts of addresses are included: "Partnerships: Definitions, Key Ingredients, and Behaviors" (Sujansky); "A Different Mirror: Multicultural Partnerships in Continuing Higher Education" (Takaki); "Mediating Multicultural Crisis in Continuing Higher Education: Partnerships for the Department of Justice and the Academy" (Glenn); "Re-Inventing the University: From Ivory Tower to Civic Partner" (Scott); and "Partners in Learning; Adult Learners and Adult Educators" (Brookfield). Concurrent session presentations include the following: "Course Assignments and the Adult Learner: Strategies that Work" (Campbell); "The Development and Implementation of the Chester County Training Partnership" (Kray); "Partnerships Enhancing International Continuing Higher Education Programming: Three Award-Winning Programs" (Walker, Hendrick); "Leadership in Building Institutional Partnerships" (Sweeney, Ryan, Fitzgerald); "Partnering with Government and Other Higher Education Institutions" (Hoskins, Maras, Murphy); "Partnerships in Learning; An Eclectic Approach" (Kops); "In Matters of Degree, Let Us Show You the Way" (Stickney-Taylor, Stewart); "Partnering--Doing More with Less" (Hendrick, Beisel); "Internal and External Connections: Creating Win-Win Partnerships" (Harris; Vonler); "A Cooperative Partnership in Continuing Higher Education" (Denison, Feather); "Regional Collaboration which Fosters Learning for Adults with Special Needs" (Gadbow, DuBois); "Cohorts: Building Internal Networks for More Effective College/Corporate Partnerships" (Madere); "Partnerships for Learning in International Programming" (Abrams); "Corporation Meets College: A Model Partnership" (Miller, Meehan); "The Dynamics of Partnership Development and Maintenance in Continuing Professional Education Programming" (Donaldson, Kozoll); "Collaborative Partnerships in Degree Programs for Adult Students" (Jones, Verlench, Myers); and "Distance Learning: Exploring New Opportunities through Collaboration" (Anspacher, McCabe). The document also contains a summary of the business meeting of the association, and 17 appendixes detailing association committees and conference information. (KC)

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ACHE

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

1994

56TH ANNUAL MEETING

ENHANCING CONTINUING EDUCATION THROUGH PARTNERSHIPS: The Importance of Co-operation and Collaboration

U.S. DEPARTMENT OF EDUCATION
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PARTNERSHIPS
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PARTNERSHIPS FOR CONTINUING HIGHER EDUCATION

Enhancing Continuing Education Through Partnerships: The Importance of Cooperation and Collaboration

PROCEEDINGS OF THE FIFTY-SIXTH ANNUAL MEETING

ACHE
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Toronto, Ontario, Canada
October 22-25, 1994

Donna J. Boyd
Editor
California State University, San Bernardino

Preface

Presented herein are the 1994 Proceedings of the Association for Continuing Higher Education (ACHE). These Proceedings record the Fifty-Sixth Annual Meeting of ACHE held in Toronto, Ontario, Canada.

The Toronto meeting was a true success-- with the spirit of partnership evident throughout. The 1994 Program Committee, chaired by Patricia Lawler, did an excellent job of choosing keynote speakers that focused on how partnerships can help continuing education. As President Jim Vondrell stated, "It may very well be that our ability to forge linkages on and off campus, including those crossing state lines and the boundaries between countries, will determine the success or failure of our programming and student service efforts in the future. The beautiful city of Toronto provides a perfect setting to discuss these and many other critical issues."

He couldn't have been more right! The Local Arrangements Committee, as well as the Ontario Council for University Continuing Education and the City of Toronto welcomed ACHE with open arms-- and plenty to do in their beautiful city!

As this is my last Proceedings to edit, I would like to, once again, thank California State University, San Bernardino for making this publication possible. I also would like to say how much I've enjoyed the opportunity to meet so many wonderful people in this organization.

Please accept these Proceedings of the Association for Continuing Higher Education's Fifty-Sixth Annual Meeting.

Donna J. Boyd
California State University, San Bernardino

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Part One: Addresses

Partnerships: Definitions, Key Ingredients and Behaviors

Presenter: Dr. Joanne G. Sujansky, President, Training Connection

Chair: Arlene DeCosmo, Widener University

Recorder: Ray Campbell, Thomas Jefferson University

Any organization, educational institution, business, or agency who wants to be in business tomorrow, needs to partner. Partnering is two or more individuals, groups, or organizations working collaboratively to solve problems and to seize new opportunities. As continuing educational professionals, you need to partner because:

- you're doing more with less and you need to maximize your resources.
- expectations of you and your function are very high.
- employers are counting on you to create high-performing future employees.
- there are more non-traditional students these days since college costs keep many people from full-time day programs.
- you need to attract more students to your program by identifying potential "customers" and by clarifying your organization's uniqueness.
- students do better when they are a part of planning and directing their experiences.
- students need to see partnering in action so that they can learn the skills themselves.

Partnering will, in summary, enhance the quality of your services, increase your productivity, and improve the quality of your work life.

Continuing education professionals partner with other educational institutions, community agencies, corporations, other departments within their institution, with faculty in and outside of continuing education, with their students, and among their staff. Several examples of partnering follow:

New York Telephone partnered with Empire State College to design and offer a customer service representative training program. One hundred and twenty high school graduating seniors and thirty employees of New York Telephone were selected. All were to receive

credit for on-the-job experience and could earn seven credits toward their four-year degree. Even with layoffs and cutbacks, the successful pilot program was continued.

Penn State University, acknowledging that most individual corporations could not provide enough students for degree classes to be taught only on their site for their employees, have formed a collaboration among seven major downtown Pittsburgh companies. The involved corporations are Mellon, Matthews, CNG, USS, Equitable Gas, Peoples Gas, and PPG. Courses are now taught in the various corporate conference rooms for employees from all of the companies. A two-year degree can be achieved through Penn State. Most recently Carlow College agreed to accept the two-year degree toward their four-year program.

A third partnership, one that is more an event, takes place annually in Pittsburgh. It's the "Thanks to Teachers" program sponsored by the University of Pittsburgh, Giant Eagle, KDKA and Westinghouse.

The three major ingredients in partnering are *Vision, Commitment and Action.*

Vision is a clear picture of what can be. It's a plan for impact and for making a difference. Partners must prepare to challenge each other toward the vision and must be driven by it! People need to see the end result, even though not everyone can be involved in creating it. Partners set goals toward the vision and make corrections along the way. Remember, how you work together will be as important as your tasks.

Commitment is the determination and level of attachment to the goals and to the partnership. It's the spirit of "I'm gonna make it work". Committed parties take risks and challenge themselves and each other toward the established goals. They continually reclarify roles and responsibilities, making adjustments as necessary. They recognize their own achievements and, just as importantly, they acknowledge the achievements of others.

The *Action* ingredient in the partnering approach is the step-by-step process for getting to the vision. When partnering, people must focus on opportunities, not just problems, and they must look for new and better ways of interacting and of accomplishing the tasks. They focus both on the partnering relationship and the work to be done and they evaluate their progress in both areas and adjust accordingly.

The partnering approach requires certain indispensable behaviors such as sharing information, skills, authority and resources. The sharing of information is one of the biggest challenges facing us as we deal with the information super highway. Partners must provide and seek information needed for the partnership and its goals. Information must be shared quickly and thoroughly. Holding back information, in a win-lose approach, hurts the collaboration necessary in a partnership. Partners also must communicate good and bad news, using every and all channels to reach each other. Voice mail, facsimile, and E-Mail all facilitate our quick contacts with each other. "Now" seems never soon enough, yesterday was better. Professionals in the continuing education

arena need to communicate to all potential partners, keeping their function and educational institution in the limelight and making clear its uniqueness.
Another indispensable behavior in partnering is finding others whose skills are a complement, whether it's individuals that are to be matched or institutions. It's natural to gravitate toward others who are like ourselves, but partnering is enhanced when one set of skills is complemented by a different set. Obviously, then it's important for potential partners to know their strengths and liabilities.

Partners must also share authority. Many organizations have given some attention to empowerment, but most have a long way to go to achieve a shared authority which contributes to a person's or organization's feeling of ownership. The flaming autocrats are among us still and fear that empowering others is a risk. People still just don't get it. If you are going to maximize your continuing education function, and ultimately your educational institution, authority must be shared among those with responsibility to get the job done. If you don't like what's going on among your team mates, then begin doing things differently yourself to impact change. Creativity from all involved happens when people feel challenged and responsible. Their resulting ideas can save time, money and enhance your services dramatically.

And, finally, a fourth indispensable behavior is sharing resources. "Your budget," "Your assistant," "Your conference room" must become theirs. There isn't enough to go around if we don't share since we're all doing more with less. We owe it to our students to provide them the best services. Partnering and, therefore, sharing resources will certainly maximize our efforts.

Of course partnering is based on some underlying principles that all should realize. Those principles are trust, respect, and integrity. In order to establish trust, partners must be reliable, keep confidences, be dependable and deliver what was promised or more. Partners also must respect each other by valuing differences, never attacking each other, by listening, and by managing conflict constructively. Partners display integrity by following through with their commitments, by taking responsibility for their actions, and by putting the partnership and its goals ahead of their personal agendas.

There are many challenges that face partners. For one thing, partnering is not as easy as many think. The behaviors are very different from the competitive, win-lose behaviors that dominate organizational life. Partnering is a go slow to go fast process, as people create a vision, determine goals and commitments and move forward. The "set up" time takes some time. Also, people new to partnering are trying new skills, which also causes some caution. There are resisters to partnering too, and they may need to be persuaded and encouraged to try this collaborative mode, as there is much more to be gained than lost. Successful partnering interventions lead to more partnering. *So try it! You'll like it!*

A Different Mirror: Multicultural Partnerships in Continuing Higher Education

Presenter: Dr. Ronald Takaki, University of California, Berkeley

Chair: Mary Kenyatta, State University of New York at Buffalo

Recorder: Dale Myers, Thomas More College

What are the challenges and opportunities of partnerships in continuing higher education in the multicultural society of the 21st century? Dr. Takaki addressed these and other questions and focused on building and sustaining partnerships in our changing world. What does the concept of multicultural partnerships mean in terms of relationships to the community, the transformation of the curriculum, the diversity of the faculty and administration.

A complete manuscript of this presentation was not submitted for publication.

Mediating Multicultural Crisis in Continuing Higher Education: Partnerships for the Department of Justice and the Academy

Presenter: Patricia Campbell Glenn, U.S. Dept. of Justice Community Relations Services- Conflict Resolution

Chair: Janice Harris Jackson, Kean College of New Jersey

Recorder: Tish Szymurski, University of Delaware

This working session explored effective problem solving strategies for a number of racial and ethnic conflicts which often confront multicultural partnerships in continuing higher education. During this interactive session, ACHE participants learned abut the U S. Department of Justice Community Relations Service which convened the nation's first faculty to faculty racially motivated conflict mediation during the crises at Kean College of New Jersey. At the end of this session, ACHE participants were better equipped to develop conflict resolution mechanisms for their institutions.

A complete transcription of this presentation was not submitted for publication.

Re-Inventing the University: From Ivory Tower to Civic Partner

Presenter: Dr. Jacquelyn Thayer Scott, University College of Cape Breton

Chair: Kristopher Krzyzanski, Wayne State University

Recorder: Sandra J. McCarthy, LaFayette College

As always, it's a pleasure to talk with an audience of continuing educators. After a long, autumnal series of meetings with other university-related groupings of academics and administrators, I know I can count on you to restore my faith in the future of universities--to demonstrate once again that there is light at the end of the tunnel of paradigm change. And, if my memory of past CE meetings is any good at all, to be back with a group of university folks who still remember how to laugh and have a good time together!

From those couple of lines, you can perceive the state of universities in Canada these days, and the character of their meetings when they come together to lament and analyze the latest governmental meteoroid which has crashed through the fairly impermeable institutional skins in which we live. Hence the title of my remarks this morning, "Re-Inventing the University: From Ivory Tower to Civic Partner."

I now live in one of the most achingly beautiful parts of the universe, Cape Breton Island, in Canada's Atlantic region-- an Island famous for its music, its self-deprecating humor and fierce tribal loyalties, and for its story-telling. So let me begin with a story...

Earlier this year, I was attending another in a long,, recent series of government "consultations" -- this one on Science and Technology policy-- in the Atlantic region, a part of Canada which has survived two decades of economic decline, only to be dealt with what, for some of its parts, could be a death-blow because of the closure of the northern cod fishery. Nearly 50,000 fishers and fish-plant workers have been out of work for two years because the cod have simply disappeared after 400 years of abundance. These workers and their families not subsist on an income-support measure know locally as "the package," which will expire long before the cod come back.

At the meeting I was attending, an audience of business people, workers, interested community leaders and university academics was telling the federal Minister responsible for this policy review what they though science and technology priorities should be. As might be expected, the local universities-- perceiving a threatened vested interest-- had turned out representatives in force. Midway into the evening, yet another academic was on his hind feet and orating, this one a social scientist carefully explaining the inestimable value of basic social science research for the future of Canada and the body politic, generally. As he concluded his remarks, an unemployed fisherman, visibly

angry, leaped to his feet. "If social science is so all-damned important," he shouted, "where the hell have you fellas been in the past few years when our lives have been falling apart?!"

It was a seminal moment for many in that audience, as they caught a glimpse of the intensity and urgency of some of the forces which are being brought to bear on universities to force– yes, I said force-- them to change. This morning, I want to step back a few paces from that story and talk about a few of the "meta issues" which set events on this path, and then to reflect on where we need to go from here in the academy.

So let's begin by talking about the most obvious and superficial level of change each of us sees in our universities and colleges each day. I see that many of you in this audience, like me, are coping with more gray in the mirror each day. We no longer trot our pictures of the children to show friends and we don't see from one annual conference to the next– we now haul out the expanding folio of grandchildren's pictures. When I began my undergraduate education in the mid-1960s, there were relatively fe women in my class; all of us were 18 or 19 years old, and nearly all of us were Caucasian. Things had already begun to change, mind you– I was going to school in the U.S., and the introduction of the National Defense Student Loan Program meant that, for the first time, kids like myself from working class and farming backgrounds could access university.

Like a lot of my other classmates, I never finished my undergraduate degree. I got what we used to call my M.R.S. degree and began having children. By the time I went back to school in my early 30s– at the end of the 1970s-- the classroom already look different. Almost 40 per cent of my entering M.B.A. class was female (although the new building in which our program was housed at the University of Manitoba resolutely longed for the past–providing only four washroom stalls for several hundred women B.Comm and M.B.A. students!). Many students on campus were older, especially women returning after children were launched or relationships had dissolved. The colors of the faces were different, too– some black and brown, and Asian, too– although their numbers were still relatively small. Occasionally, there was even a student in a wheelchair making her or his way down the hall.

There was talk about physical accessibility of buildings and classrooms, but student services' innovation usually meant there was a support group offered for mature students or single parents. In a few places, especially in western Canada, access supports were being developed for aboriginal students. But there were no sexual harassment policies, no forcefully expressed concerns about racism, homophobia, or campus security, and no one suggested that learning disabled students should be accommodated within the ivy-covered walls.

By the time I finished my Ph.D., it was 1992 and the world truly had changed. As a student, I was at the University of Colorado, where--typically of U.S. state universities--sophisticated supports were in place for Hispanic, Afro-American and physically or learning challenged students. As a single parent supporting three children, my student life was

a part-time one and my day job was at the University of Toronto, where issues of sexual harassment, racism, homophobia, campus security and learning supports were of daily discussion and concern. And where very large numbers of undergraduate and graduate students no longer came from northern European, middle-class backgrounds.

In Canada, those years between the late 1960s-- when I immigrated here and only nine percent of high school graduates went on to university-- and the 1990s saw a huge jump in the numbers of students, as well as their diversity. Now, approximately 20 percent of high school graduates enter university-- and more return as older adults. The average age of an undergraduate in Canada is 27, and approximately 40 percent of undergraduates are over the age of 24. More than half are women.

Our figures on participation by race and cultural background are imprecise, because of the rules governing collection of such data-- but our eyes tell us student bodies are becoming more representative of the general population, although there is still much progress to be made. My friend, Dr. Eber Hampton, President of Saskatchewan Indian Federated College in Regina, tells me there are now nearly 22,000 aboriginal students participating in college and university education across Canada-- surely one of the most dramatic changes to have occurred in the past 10 or 15 years, from only 200 such students in the 1960s.

What might we expect in the coming ten years or so, demographically speaking? I'd like to take you through a few overhead transparencies in the next few minutes which will give something of a clue. A former colleague, Dr. David Foote-- the well-known demographer at the U or T-- always prefaces these kinds of recitals by saying that there is only one key assumption when you talk about demographics-- making it a wonderfully simple science: Every year, each person gets one year older. So...where I am about to talk about population, it's useful to remember that this is not the same as theorizing about the future of the economy-- always a suspect, if entertaining, diversion. When we talk about demographics, we are talking about people already born and barring some terrible disaster, most of them (allowing for the usual actuarial vagaries) will, in 1995, be one year older and in the year 2000, will be six years older, and so on. This is not rocket science.

The figures I am about to use are Canadian ones, but the case they build applies to the U.S. in context, although proportions of constituent groups will vary. And, in the Canadian case, the impact of the baby-boom generation, and its "echo," is more pronounced than that phenomenon in the U.S.

- The aging of the labor force
- But fewer young people are entering the labor market...
- Aboriginal people and visible minorities in the Canadian population
- Unemployment rates by level of education in industrialized countries
- School leaver rates of 20 year olds by province
- Manufacturing knowledge ratios
- Service industries knowledge ratios
- Degrees of employment

Well, what does all of that tell us? It certainly tells us that the pace of change is not likely to slow over the next few years-- either in the Canadian case, which I have just represented, or in the U.S. case. Rather, the pressures on colleges and universities will increase, both inside the classroom and outside. What are some of the underlying factors?

•*The nature of knowledge has changed.* When you and I-- those of us with the gray hair, again!-- went to school we learned in the same way that our ancestor have learned in the past few hundred years. We learned there were two kinds of knowledge-- theoretical and applied.

Theoretical knowledge is most valued if it is seen to be "objective"-- that is, if its variables can be counted and quantified, and it evolves from application of the scientific method of research. Applied knowledge derives its value from whether it can be bought or sold, either by government or by proprietary interests. In the search for both types of knowledge, the focus is upon causality. Why did this occur? What caused it? Research-- the search for knowledge-- in this paradigm is like putting together the jigsaw puzzle Aunt Harriet gives you every Christmas. You know what the finished puzzle should look like-- the picture is on the box lid-- and knowledge search involves fining successive pieces of blue sky or forest which complete the picture on a linear plane.

The goals of this kind of knowledge-- in the old paradigm of learning-- were fairly simple. Knowledge was to be used to control and to establish order; it had value insomuch as it created wealth, or provided spiritual and mental satisfaction, stimulation or explanation.

As individuals, we acquired knowledge slowly, over many years, and sequentially. Access to higher levels of knowledge was successively restricted. That is, everyone might be provided with basic education and skill sets (although this is but a recent historical development), but first high school, then undergraduate study, and finally graduate study admission had successively narrower doorways. As a result, experts and expertise were isolated from society, and resided mostly in the universities.

The new paradigm of learning for children and adults in today's world looks much different. It is based upon principles of cycles and inter-relationship. Knowledge is not segmented by type, but viewed holistically. Knowledge producers are increasingly aware that what they discover is intimately connected with how they have framed the question, their choice of methodology, and the perspective from which they have viewed the issue. Different frames and methodologies, different issue perspectives, likely will reveal different knowledge outcomes. Here, we depart from the image of the jigsaw puzzle. Instead, I suggest the image of a mural being painted on a construction hoarding. A group of researchers have been called together to paint the mural on a given, broad theme. Each is given a paint brush and goes at it. The result is a series of quite different impressions, each of which depicts a version of truth, and each of which it a recognizable part of a greater whole.

Knowledge now increasingly includes the contributions of phenomenological and intuitive data, and it seeks systemic and pluralist explanations of multiple truths. This is not to say that counted and quantified data are no longer important; they are. Rather, it is to say that other kinds of data also now are recognized as valid. The focus is not so much on the search for ultimate causality, as on the search for interconnectedness. What impact does this phenomenon have on others? If we change "x," what effect will that have, not only on "y," but on "a" and "b," which we don't immediately recognize as being part of the equation.?

The goals of knowledge in this new paradigm are changed, too. More egalitarian, they are to enhance participation in understanding and action and, therefore, to lead to greater degrees of devictimization. Think about the principal movement of our time– consumerism, anti-racism, environmentalism, feminism. Under this paradigm, learning often takes place quite quickly, and is not necessarily sequential. Quite sophisticated concepts and understanding may be part of a grade three science of mathematics class, while simple cultural typologies might be included in post-graduate study. Learning is more modular, focused more on issues, topics, and themes than upon specialized sub-disciplinary exploration. Learning also includes more informal, unstructured inputs because television and computers have made access to higher-level knowledge transparent. Just tune into *The Nature of Things* or *Nova* any week, and you know that expert knowledge is no longer the exclusive property of Prof. Snodgrass and his colleagues in astrophysics at leading research universities. Anyone can tune in, without the prerequisite hoop of previous degrees or diplomas, or approval of the admissions committee. Consequently, in the new paradigm of learning, experts are more vulnerable to criticism and challenge, not only about their research findings and teaching, but about their *a priori* assumptions about the nature of knowledge– and about the social, economic and environmental consequences of their findings and assumptions.

Now, that's a pretty long-winded explanation of a fairly esoteric trend. What does this shift in the nature of knowledge mean for colleges and universities, and how does it apply to what we were talking about earlier? Right now, public-sector institutions– school boards, community colleges and universities– are presently caught between the two paradigms of learning, and our enmeshment in this uncomfortable position is what is causing a great deal of our difficulty with funders and the public. On the one hand– consistent with the old paradigm– our institutions have come to value incremental acquisition of knowledge, slowly acquired and with gradually narrowing entryways to the next stage of formal learning. And, certainly, that paradigm resulted in great social and economic gains, particularly in the 19th and 20th century heydays of industrialization and the growth of nation-state. On the other hand, contemporary demands by our funders and clients are pushing us to adopt more fully the new paradigm of learning, which better fits post-industrial realities. They want us to make learning more modular, more just-in-time and skill-focused, at the same time that they want integration and continuity, so that the individual– and the employer– can place each learning block into a recognized (probably credentialed) framework that acknowledges prior learning and builds upon it in a seamless way.

Our clients and the public want us to create opportunities for multi-disciplinary collaboration, for use of multiple and mixed delivery technologies, for inter-institutional and inter-organizational programming partnerships. Some of us already have experience with some or all of these skills, in at least a primitive form. We are being called upon to be increasingly flexible and sophisticated in their use.

We live in a world, consequently, where we must make use of multiple teaching methodologies. Will the classroom-based, real-time lecture disappear? Of course not. But it will increasingly be supplemented or supplanted by other teaching means. We're already used to off-campus and distance delivery, but this will get more sophisticated. Even in small and remote Cape Breton, we are now utilizing real-time audiographic technology to carry not only university college courses to outlying parts of the island, but to facilitate inter-community meetings, and put experts on-line for community consultation-- and it can happen 24 hours a day, seven days a week. We also offer master's courses in engineering at our site electronically, through a special partnership with the University of Waterloo. In the U.S., half of universities and colleges are now involved in distance learning, with many collaborating on the provision of degree programs by video and other electronic media.

But most of what we are all presently doing as institutions is primitive, compared to what must become more commonplace by way of computer-assisted, multimedia offerings. This kinds of flexibility means enhanced accessibility of several different kinds. Students are no longer limited by time of day, day of week, or geographic location, of course. It also allows us to offer the very best learning resources from around the world to our students, enabling them to better compete academically and economically. but these new technologies also enhance accessibility for those with differentiated learning patterns, and allows opportunities for review and intensified study that is controlled by the learner.

Finally, we will be asked to be more accountable for what we do, and how we do it. A few months ago, I was speaking to the annual conference of the Canadian Council for the Advancement of Education. Along with Bill Broadhurst, who chaired the Ontario Task Force on Accountability, I shared the podium to talk about the latest developments on the accountability front. What we have all seen and heard from provincial and state legislatures and special task forces over the past few years is, I hasten to say, part of a much wider phenomenon. The U.K. Higher Education Quality Council has implemented performance measures for universities and polytechnics in that country, as have the Australian Committee for Quality Assurance in Higher Education (CQAHE), and 30+ U.S. states.

In Canada, university task force reports in Saskatchewan, Manitoba, Ontario, New Brunswick and Nova Scotia have all suggested a more systematic approach to performance measurement. The Maritime Provinces Higher Education Commission has asked universities within its jurisdiction to submit policies and implementation experience on regular measurement of programs and the faculty who teach them. The Alberta government is stepping up the pace of post-secondary change by proposing new types of degrees

and the abolition of tenure. Canada's federal government is proposing to limit its direct involvement in post-secondary funding to student assistance and some form of limited support for applied research and internationalization.

Why the pressure for accountability? In part, it relates to money --and the lack of it in public treasuries. More significantly (given that universities receive the smallest proportionate part of public education expenditures), there is a perception that universities, in particular, are not giving value for money. Whether this is true or only a pernicious perception is not the topic of today's conversation, but it's related. What's important is **why** it matters. Remember those earlier slides about the relationship between educational level and unemployment?

Not only do we believe in this society that education is the key to personal growth and development, we sense that it is the entree to economic success. A university degree or a college diploma won't guarantee a job and a comfortable lifestyle, but the lack of either makes employment and a reasonable standard of living an uphill battle. Recent Canadian estimates indicate that figures for the growth in the number of jobs since 1992 are deceptive. There has been an overall growth-- about 189,000 new jobs. Here's how that net was reached; more than 400,000 new jobs were created for those with university degrees; nearly the same number were created for those with college diplomas; but more than 600,000 jobs for those with a high school diploma or less were lost during that period.

As well, the economic fate of specific communities and geographic regions is seen to be linked to their ability to provide knowledge-based infrastructure and technical support for individuals and business enterprises. Universities and colleges are being expected to play a pivotal role in effective economic restructuring, at least in Canada-- and, if they don't, the money is being cut off.

When we built our strategic plan at the University College of Cap Breton, we looked to the experience of other institutions for guidance. Our survey of strategic planning at Canadian universities showed that they seldom consulted beyond their internal communities. Oh, the professional schools might, or there might b a focus group of alumni asked for input-- but little serious community consultation took place. This, presumably, is a natural outgrowth of that closely-held value in the academy that our loyalties are to the international community of scholars and to our disciplines.

At UCCB, we felt for a number of historical and present-day reasons, that internal consultation alone would be inappropriate, even suicidal. Consequently, we held more than 40 external meetings with geographic and sectoral communities before we began the internal consultation, so that we could benefit from that outside view. This profoundly affected our final plan, and our subsequent programmatic actions and civic partnerships, because the external communities had two consistent messages for us, among a shopping list of individualized requests. First, they told us that Cape Breton was on-the-ropes economically and we **must** be involved with them in economic development and

restructuring. Second, we were told that Cape Breton's cultures and heritages were important to the identity of the Island's peoples, and we must be involved in preserving, enhancing and supporting the evolution of those cultural traditions. One outcome, incidentally, is that the Cape Breton County Economic Development Authority is about to legally become a quadpartite partnership among the municipal, provincial and federal levels of government-- and the University College of Cape Breton. This will be a Canadian "first" for a post-secondary institution.

Well, small wonder-- when so much of individual and community futures are seen to ride on our institutional accessibility and performance-- that colleges and universities are under the magnifying glass at all levels.

Far from being depressing, however, I find the future I have described this morning of the changing face of education an exciting and stimulating one. We must create new models of post-secondary education, using technology appropriately to create new pedagogical tools, with partnership which cross boundaries between educational sectors, public and private providers, business labor and community groups. And innovative and creative student services and support structure to make accessibility a meaningful term will be key to this. If we are not equal to that challenge, we may well look to California-- that harbinger of North American trends-- to learn our future fate. For 30 years, the educational master plan for a populous and prosperous state was that universities should accept the top 12 percent of post-secondary applicants, that the state colleges take the next 33 percent and that the community college system be open and accessible to anyone seeking admission. However, a variety of pressures have caused that master plan to erode, to the point where, at the top end, institutions such as UCLA and Berkeley now accept only the top 4 to 6 percent of all applicants.

As a result, the top public universities in California are under political attack for their "elitism," with disproportionate budget cutting by the legislature. For the past few years, UCLA has endured across-the-board budget cuts of ten percent and 12 percent. This year, they moved to vertical cuts, eliminating the schools of public health, architectural and public planning, library services,a nd social welfare.

So...for those who want to do the same old comfortable thing, year after year, in the classroom or in student services or continuing education, maybe a job change is indicated. But the rest of us who stay have that most enticing of career opportunities-- the chance to make a difference.

Thank you for your kind attention and patience.

Partners in Learning: Adult Learners and Adult Educators

Presenter: Dr. Stephen Brookfield, University of St. Thomas

Chair: Patricia A. Lawler, Widener University

Recorder: Joseph Doughtery, Allentown College

Throughout the Annual Meeting's sessions and concurrents, we have explored and discussed various partnerships with communities, colleagues, business and industry, other institutions, and departments and divisions within our own organizations. Now it is time to consider partnerships with our participants, adult learners. Adult educators and adult learners experience college classrooms emotionally in very similar ways. Both suffer from a sense of impostorship, run the risk of committing cultural suicide, yearn for lost innocence and survive in community. In this session, Dr. Brookfield explored these themes and explained how adult educators can find out how their students are experiencing learning. He suggested responses that learners and educators can make to the experience of college and ways in which they can negotiate the emotional ebbs and flows of teaching and learning. This working session provided participants with an opportunity to identify the critical issues their adult learners face in our organizations and how they can apply workable and successful strategies.

A complete manuscript of this presentation was not submitted for publication.

Part Two:
Concurrent Sessions

Course Assignments and the Adult Learner: Strategies That Work

Presenter: Raymond Campbell, Thomas Jefferson University

Chair: Scott Evenbeck, Indiana University

Recorder: Robert DeRoche, Marquette University

One of the most significant developments in recent years on college campuses has been the shift in student demographics. Whereas 18 to 22 year-old, full-time, students were the norm only two decades ago, the traditional student is no longer the mainstay of college education. According to Millard (1991), less than 2 million of the 12.5 million students enrolled in colleges and universities today are traditional-age students. Although statistics indicate that adult students are outpacing traditional-age students in nearly every educational setting, mission statements and campus-wide policies have yet to reflect these changes. Across the map, colleges and universities continue to exercise a "business as usual" approach to a situation that has changed dramatically since the early 1980s.

In light of this changing student profile, there are a growing number of outdated policies and practices in both academic and student affairs that higher education must now address. Grading and attendance practices, course schedules, and homework assignments are just a few of the areas that need review to include the needs of adult learners. In Today's Myths and Tomorrow's Realities, Millard (1991) states that "...given the spectrum of higher education as it now is—let alone the potential in the year 2000—with less than one-sixth of the students in the traditional student group, some major refocusing seems clearly called for" (p. 5). In a March 1992 editorial in The Chronicle of Higher Education, William Giczkowski makes the case that in teaching adult students, "the more professors demonstrate an understanding of adult students' time constraints, the more successful their classes will be" (p. B3). According to Giczkowski, consideration should be given to accepting late assignments as well as flexing attendance policies. For many of today's professors, the question facing them is how to create a classroom climate that is caring yet productive. Consideration of the situation and needs of this new generation of students must take into account their real-life limitations as well as their strengths.

For many years, continuing education programs have been the major providers of educational offerings to adult learners. It has only been in recent years that institutions have witnessed an increase in the number of adult students enrolled in academic programs other than those offered through continuing education units. A major concern expressed by experienced adult educators in a survey conducted by this presenter in 1992 of the members of the Association for Continuing Higher Education had to do with ways of meeting the learning needs of an increasingly diverse student body. This

concern went beyond the general descriptive trends of older and more experienced students and included the consideration of lifestyles/circumstances and expectations of today's new generation of students. For example, adult learners place great importance on courses and programs that they can pursue while retaining full-time employment. Related closely to this priority is the consumer-oriented approach that adult learners bring to institutions and programs and the corresponding responsiveness they expect in regard to their needs as learners and as individuals. Like it or not, more and more institutions are being changed and challenged by the adult students' expectation of greater responsiveness to their needs and wants. In discussing the analysis of these various lifestyles/circumstances, this writer and several of his colleagues who have studied the participation of adults in higher education were intrigued with one topic in particular. How do adult learners manage course requirements—especially those that must be completed outside of regular classes, and what compromises do these learners choose to make, given their home, family, and/or work responsibilities?

This presentation focuses on one of the many challenges faced by adult students on college and university campuses across the country—the successful completion of course assignments. The goal of this presentation is to provide information to continuing higher education administrators at colleges and universities that will enable them to create an educational environment more responsive to the needs of adult students. By increasing the understanding of both faculty and students as to students' use of time outside of class to read, complete written assignments, and prepare for tests, continuing higher education administrators will help to build the structure for education in the coming century. In addition, faculty will have greater awareness of their teaching from the learner's viewpoint. Consequently, instructors will be better able to design assignments which have clearer connection to their subject matter and which students will be able to complete in a most efficient manner.

Most adult students lead extremely busy lives (Aslanian & Brickell, 1988). Given the over full schedules and conflicting demands of these adult students, additional questions arise as to how they are effectively able to manage their course responsibilities. The ageless academic conventions of "two hours of work outside of class for every hour spent in class" and "knowledge of subject is directly related to the time spent learning it" seem wholly inadequate to explain how adult students can meet the challenges of a higher education. As more and more people require access to technical information that will be demanded by tomorrow's higher skilled jobs, it is clear that as the nature of work changes and becomes more complex, education will become increasingly important (Zemsky, 1993). Thus, a better understanding of the role of course assignments takes on added importance as the potential increase in numbers of adults returning to education for job-related reasons looms large on the horizon. Above all, as coursework directly competes with other pressing responsibilities faced by adult students, it needs to have a clear learning value to guard against the perception that it is "wasted" time. In short, what can be learned from adult students and their teachers about their strategies for dealing with coursework, and how can educational institutions use this knowledge to enhance the teaching and delivery of programs?

This study investigated perceptions of homework assignments of both adult students and their faculty members in the evening program of Thomas Jefferson University. From the findings, effective ways have been identified for facilitating the integration of outside class assignments with the multitude of adult students' competing outside responsibilities. Questionnaires designed to elicit student and faculty perceptions of homework assignments were mailed to 254 students and 75 faculty. Sixty-eight students and 36 faculty members returned the questionnaires for response rates of 27% and 48%, respectively. The open-ended design of the questionnaires provided an opportunity to gain insight into student and faculty behavior without asking "why" questions (Johnson, 1991). That is, the emphasis was more on the behaviors and attendant circumstances than on the individual per se. The presentation will address the following questions:

STUDENTS:

What strategies do successful adult students use to complete short-term as well as long-term assignments? Written versus reading assignments?

Do adult students feel that their school assignments are compromised as a result of their other responsibilities. If so, how?

Do adult students feel that their responsibilities outside of the classroom (family, home, and/or work) are compromised as a result of coursework?

Do adult students feel that instructors expect more or less of them when compared to traditional-aged students?

Have adult students successfully renegotiated assignments or deadlines with instructors?

FACULTY:

Do faculty members have a different philosophy when assigning homework to adult students than to traditional-aged students?

Do faculty members have different expectations for work submitted by adult students than for traditional-aged students?

Before assigning work to adult students, do faculty members give thought to students' outside responsibilities?

Do faculty members feel that they compromise their standards of quality when grading assignments completed by adult students?

Do faculty members use different strategies with adult students with regard to assigning homework or long-term projects (in-class time, less library-based projects, group projects)?

The Development and Implementation of the Chester County Training Partnership

Presenter: Eugene J. Kray, West Chester University

Chair: Jerry Hickerson, Winston-Salem State University

Recorder: Pauline E. Drake, Spelman College

Introduction

In December of 1991 the Director of Administrative Services for Chester County Government and the Dean of University College of West Chester University met to discuss the training needs of County government employees. As a result of that meeting, a concept paper was developed by the Dean which outlined a proposed process which would initiate and expand the discussion of county government employee training.

Focus Groups

During the Spring of 1992 over ninety (90) county employees representing all levels ranging from executive to the rank and file categories participated in West Chester University's directed discussions about the needs for training within this extremely diverse organizational environment. The outcome from these focus group meetings clearly indicated that there was a need for an employee survey and provided valuable input which would be administered to all employees with the endorsement of the County Commissioners.

Survey

In the summer of 1992 the survey was distributed to eighteen hundred (1800) County employees across all departments. It addressed specific training topics along with management oriented issues and asked open-ended questions related to specific technical or professional training and personal enrichment areas. It is important to note that the responses were anonymous but grouped according to department and employment classification.

Analysis of Survey

Nine hundred ninety-six (996) usable responses were received. The survey was both valid and reliable. It was valid due to the anonymity of the responses and reliable based on the number of returns, fift;'-five percent (55%). This high rate of return statistically is therefore representative of the needs of all county employees.

West Chester University developed a computer program to do an item analysis of each question with summary data for each department and category of employee. In analyzing the data within categories of employees it was not difficult to determine those areas of greatest concern. It is important to note that it was decided to concentrate on the three or four areas of greatest concern within each category of employees (exempt, non-exempt, supervisors/ managers, and department heads).

Creation of the Partnership

Concurrent with all of the aforementioned analysis, discussions were initiated between the Dean of the University College at West Chester University and the Director of Administrative Services of Chester County government and it was generally agreed that the next step in the process would be to develop a system to deliver training to County Government employees. It was mutually agreed to broaden the scope of providers in the County to those educational institutions who have had experience and the capability of delivering this type of training. Furthermore, it was agreed that there was a role for the private sector in this next step who had considerable expertise in this type of training environment and as a result, this public/private Partnership was formed which included: Chester County Government, West Chester University (as the lead institution), Penn State University-Great Valley, Immaculata College, Shared Medical Systems, Inc., and the Vanguard Group, Inc.

The first meeting of the "Partnership" took place early in November 1992 at the Chester County Courthouse. At this meeting there was a dramatic sense of synergy and willingness to participate by all parties in this venture.

Subcommittees of the Partnership

Later in November 1992, the Partnership met to discuss organizational matters and it was agreed that the group would divide into three subcommittees to address the issues of Strategic Planning, Management Training, and Program. Each committee was charged with putting together recommendations for further discussion by the entire Partnership in January 1993. It was agreed that the Strategic Planning outline could be developed into a full fledged plan simultaneous with the development of the Management Training Program between February and May 1993 with seminars commencing in February 1993.

County Commissioners

In December 1992, the Strategic Planning committee met with the three County Commissioners to discuss the progress to date and to get their input based on the discussion and data analysis to that point. The Commissioners were unanimous in their opinion that the project was on the right track and in fact provided significant input into the outline of the strategic training plan. Following numerous subcommittee meetings, the Partnership met again with the Commissioners in January, 1993 to give a progress report and the logistics which would lead to the formal announcement of the entire program to department heads and to the public later in the month.

The Strategic Training Plan was adopted unanimously by the County Commissioners in September 1993. More significantly, in December 1993 the Commissioners increased the budget for training by over 250 per cent for the 1994 calendar year.

Partnerships Enhancing International Continuing Higher Education Programming: Three Award Winning Programs

Presenter: Kay E. White Walker, Oklahoma State University
Shirley S. Hendrick, The Pennsylvania State University- Shenango

Chair: Richard Marksbury, Tulane University

Recorder: Deanna Howard, Trident Technical College

The International Continuing Higher Education Committee selected three outstanding programs to receive awards at the 1994 ACHE annual conference in Toronto. For a program to qualify for the award, it must [1] demonstrate how partnerships can enhance international continuing higher education, [2] have a strong impact on the participants or students, [3] benefit the sponsoring institution, [4] demonstrate innovative methods, [5] be able to be replicated by other institutions with possible modifications in content or potential audience, and [6] have occurred after January 1, 1992. In addition, award winners must be available to serve as panelists at the 1994 national conference to be held in Toronto, Canada, October 23-25.

The following are brief descriptions of the award winning programs with persons to contact and phone numbers. For more information about any of these programs, please feel free to call the person listed with each program.

Professional Development for Russian Media Executives, University of Strathclyde, Glasgow, Scotland–Dr. Archibald M. Fleming, Director of Continuing Education Ph. 44-41-552-4400 Ext. 2132

This project provided continuing professional development for Russian managers and commercial executives employed in the emerging independent publishing industry which is expanding rapidly in Russia as market forces give rise to an increase in the number of locally produced newspapers and magazines. Making use of the resources of the University of Strathclyde and Glasgow Caledonian University and supplemented by contacts created by the St. Andrew Foundation, a group of Russian journalists was brought to Scotland for a six week period to gain experience of management techniques and commercial practices which prevail in successful Scottish organizations in the publishing industry. The program comprised a combination of taught sessions supplemented by case studies and projects with placements to industrial concerns. Classroom sessions focused on learning/discussion/case studies on marketing advertising, information technology, financial management, and business strategy. Placements were arranged with businesses which were already collaborating with the sponsoring organizations with every effort made to match each participant's area of interest with the type of business selected for placement.

Based on the dissertations written by the participants, the program had a strong impact and was very beneficial to them. The innovative combination of lectures and seminars augmented by practical placements in media organizations allowed each participant to relate the content of the lectures to the experience which was gained in the Western media. Future training could be provided in Russia using British experts and trainers and could be provided several times during the year as a three/four week course on management for media executives. The Russian organizations which had participants in this program would support and publicize any seminars held in Russia.

Institutions seeking to introduce modern management methods to the emerging former USSR could easily replicate a project of this nature.

The American Economy and Its Operating System, Kennesaw State College - Dr. Violet A. Towne, Dean of Continuing Education, and Mr. Ken Jin, International Program Coordinator Ph. (404) 423-6559

In November of 1992, economic planners and business executives from 12 cities in Jiangsu Province, People's Republic of China, participated in a program that focused on the U.S. Government's role in the free enterprise system and international business. The training activities included classroom lectures, site visits to government offices and business organizations, business meetings, and field trips to local attractions.

This program was a result of a long-term relationship with Kennesaw State College's (KSC) sister college, Nanjing Normal University. The president of Nanjing Normal helped KSC establish connections with Jiangsu provincial government in international training and services.

The major difficulty of this program was identifying the needs of the clients. A thorough understanding of the economic development, political system, social structure, and culture of China was crucial for the success of the program.

This pilot program is a good beginning for developing international continuing higher education programs. This year, KSC has successfully completed four international projects and will have at least one international training project each month for the remainder of 1994.

The Caribbean Experience–Barbados, Pennsylvania State University-Harrisburg - Dr. Edward Minnock, Director of Continuing Education Ph. (717) 948-6505:

A credit course in Public Policy was developed to provide students with an interdisciplinary examination of some of the major issues facing the island republic of Barbados. Conducted in March of 1993, the course involved classroom sessions and readings prior to a one-

week visit to Barbados. Topics included an examination of the country's move away from an agricultural base, industrial diversification, growth of service industries, the current political scene, and urbanization and the role of the major city, Bridgetown.

Students were immersed in an island culture quite different from the culture they left behind in Pennsylvania. The population of Barbados is descendent from former African slaves that once worked the sugar cane fields for British colonists. Often the students found themselves comparing the development of Bajans with the development and treatment of African-Americans. Students, because of the opportunity to meet with cabinet ministers, were allowed access to all aspects of the island. Some students visited the local prison, built in 1837, where floggings are still included in some sentences. Others sat in on a session of Parliament. Still others visited hospitals where they was á child born and local radio and televisions stations to observe first hand the news media in action.

In addition to the obvious benefits of having a successful credit course, the Barbados course provided much added benefit. In planning the course, the Governor's office was notified that Penn State was planning to visit Barbados and would be guests of the Prime Minister. The Lieutenant Governor, Mark Single, provided the course instructors with a flag of Pennsylvania and a letter of gratitude. The flag was presented to the Prime Minister at the reception at his home. He reciprocated and gave us a copy of a poem he had written for a recent Caribbean summit. The poem was presented to the Lt. Governor upon our return to Pennsylvania. The Prime Minister was invited to be the graduation speaker for Penn State Harrisburg in 1993. His speech and his presence on the campus received much positive media coverage and was a true inspirational message for the graduating students.

Leadership in Building Institutional Partnerships

Presenters: John Michael Sweeney, Fairfield University
Maryann Ryan, Fairfield University
Susan M. Fitzgerald, Fairfield University

Chair: Carlen McLin, Xavier University of Louisiana

Recorder: Josie Gibson, Villanova University

Building institutional partnerships has become an essential part of the continuing education function. With changing trends in population growth and a slow economic environment, continuing education units must look to new sources of development and revenue.

Before presenting example of successful partnerships, presenters discussed the many roles of the continuing education function:

- A means of access to programs for our clients
- A revenue producer
- A means of extra income and teaching diversity for our full time faculty
- A means of affiliation for our adjunct faculty
- A re-trainer for the community

The CE function was described as a unit within the institution that has overlapping responsibilities in all areas of the institution and outside the institution. Partnerships need to be built internally as well as externally. Continuing educators must develop internal partnerships so that external partnerships will be "backed" by the institution. CE administrators need to understand the internal politics of their institutions so that what is said externally will be valued. Institutional leadership is formally built through an informal power base with other schools and departments of the institution. Visibility on campus is essential for successful partnerships.

"Partnership" is defined as "a contract, whether formal or informal, internal or external, into which the continuing education unit enters with another entity to share expertise and/or revenue." A major component of all partnerships is trust. Much networking, partnering is done "in good faith" with the partner.

Advantages of partnerships were outlined and discussed. Advantages to the institution often include:

- the CE unit becoming an agent of change for the institution
- new revenue sources
- contribution to the institutional mission
- institutional prestige
- shared resources
- grant potential

Advantages to the continuing educator include:

- visibility and leadership
- opportunity for professional growth, both administrators and faculty
- opportunity to manage creatively and keep the newness

Disadvantages of developing partnerships:

- shared strategic information
- time invested
- risk-taking
- cost
- exposure
- failure

Two models of partnerships that have been successfully developed at Fairfield University were outlined including Employee Development Partnerships and Instructional/Advisory Partnerships. For each of the models presented, program development and operational strategies were discussed.

Partnering With Government and Other Higher Education Institutions

Presenters: Barbara J. Hoskins, University of Cincinnati
Nick J. Maras, Minneapolis Community College
Michael Murphy, University of St. Thomas

Chair: David Copeland, Jacksonville State University

Recorder: Denise Ewing, Neuman College

The Downtown University Center is a partnership of three baccalaureate universities—the College of Mount St. Joseph, the University of Cincinnati, and Xavier University-developed to offer educational opportunities to the 85,000 adults who work and live in downtown Cincinnati.

The concept of downtown classes developed from a survey of University of Cincinnati off-campus students. A subsequent survey of downtown Human Resources Managers, and the newspaper articles that followed, attracted the interest of the city. A partnership of universities for a downtown university center was then suggested by City of Cincinnati personnel. The Department of Economic Development pursued the project with the three universities to promote after-work activities downtown. The felt that a downtown university center would fit with other revitalization activities by providing convenient educational and training opportunities.

Representatives of the three universities met to discuss the feasibility of a joint project. The result of that meeting was an equal partnership designed to pursue the establishment of a shared downtown center. The next steps involved setting the "ground rules" around marketing, curriculum, cooperative registration and advising sessions, fees, transferability of credit, lease arrangements, and facility management for three universities on separate schedules (quarter and semester) with three unique sets of policies and procedures.

The project was not without challenges. A "free" site was withdrawn less than six months before classes, necessitating a site search while finalizing courses and launching a marketing and registration campaign. The initially planned nine month implementation of the marketing program was consequently reduced to six weeks. With the overwhelming support of our universities, downtown businesses and local media, classes began in August and September, 1993. The initial curriculum had been developed after analyzing the results of a third downtown survey. It included fifteen offerings—13 undergraduate, one graduate and one non-credit "Lunch and Learn" course. The first term class enrollments ranged from 0 to 35.

Marketing for the following terms included paid advertisements, frequent on-site information/registration sessions, free information session/lunches for human resource mangers in the downtown area, presentations before local professional groups, participation in company education fairs, and featured news articles in the press and on radio. All of these activities were similar to the first term. After one year, the Downtown University Center has served over 300 students. An analysis of the first year results has encouraged the participants to continue for another year with tentative long range plans.

In Minneapolis the University of St. Thomas got rent-free access to a portion of a former downtown department store, seeking to expand its business-related programs, particularly. Demographic indicators showed that increasing numbers of students attending St. Thomas continuing education programs either worked or lived in Minneapolis or its suburbs.

Approximately $700,000 was raised from the local business community after a needs assessment of downtown workers was done showing high levels of potential participation in St. Thomas programs, particularly at the graduate level, and in non-credit continuing professional education. The fund was used to build out and equip classrooms in the former department store.

Near the end of this five-year experiment St. Thomas committed to a permanent presence in Minneapolis. The result was a complex redevelopment agreement with the City of Minneapolis. The university proposed that it would raise the money from private donors to build a 150,000 sf classroom building downtown if the City of Minneapolis would help by retiring the debt on the 2-acre block of land that had been selected, which had a value of $9.2 million.

The City agreed to a business arrangement in which tax increment financing would be used to divert a stream of future taxable income would be used from another downtown development to pay off the debt on the land. In return St. Thomas agreed to pay the City back cash or programs and services.

After considerable negotiation, the elements of the repayment consisted of:

1. $500,000 up front to go toward the construction of a building to house a preschool neighborhood readiness program in Northeast Minneapolis;

2. $1,000,000 up front to go to a City project to refurbish apartment building downtown to create a permanent stock of single-room-occupancy housing for poor people;

3. The remaining $7.7 million would take the form of full tuition, need-based scholarships for eight graduates of Minneapolis high schools each year for twenty-five years.

In Fall 1992, St. Thomas opened a newly constructed classroom building at 1000 LaSalle Ave. Approximately 2,000 students attend credit programs at the Minneapolis Campus. In addition, the Minneapolis Campus has become the locus of activity for the Graduate School of Business and eight more centers which offer both credit and non-credit programming.

Minneapolis Community College (MCC) is the only college in the Minnesota Community College System. Enrollment is 12,000 credit and non-credit students. The main campus is located in downtown Minneapolis, and extension sites are located at Honeywell, Medtronics, Northwest Life Insurance , Sabathani Community Center, and credit classes are offered at 3 prison sites.

Enrollment has grown 38% in the past 4 years and 31% of thestudent population are minorities. To meet this growth, MCC purchased a 13,105 square foot brownstone in November of 1993. The acquisition of the building does two things: It secures for the College a historic building that is on its campus; and it relieves some of the pressure of the growth during the past several years. The building was financed ($500,000) through the Minneapolis Community Development Agency (MCDA) through a low interest (5%) fixed rate seven-year mortgage. In exchange, the College would provide 15 scholarships per year, ($2,500) for the duration of the loan to Minneapolis Public School low income students with financial needs, who are high school graduates.

MCC was the first community college in Minnesota to launch a capital campaign.

Partnerships in Learning: An Eclectic Approach

Presenter: William J. Kops, The University of Manitoba

Chair: Dorothy Crawford, University of Alabama- Birmingham

Recorder: Hugh Innis, Ryerson Polytechnic University

As outlined in the Conference theme, continuing higher education is experiencing changing conditions and expectations – rapid increases in the creation of new knowledge and knowledge transmission, changes in the demographic profile of the workforce, greater interest in the professionalization (credentialing) of occupations, redefined societal values in terms of the environment, citizen participation, and altered economic conditions with reduced government spending (Kops and Sloane-Seale, 1990). These new realities are causing continuing education (CE) units to examine new ways in which to work with community groups, industry, professional associations, educational providers, and funders.

A number of collaborative arrangements or partnerships have emerged within continuing higher education as part of this search for new working relationships. These partnerships, both inside and outside the university, benefit CE units in a number of ways, including more cost-effective development and delivery of educational programs, better utilization of new technologies for program delivery, increased access to new educational markets, and new opportunities for funding.

The variety of partnerships types that have resulted include advisory committees, program sponsorship, academic partnerships, personnel exchanges, joint ventures, and consortia (Carnevale et al., 1990; Maxwell and Currie, 1984). Each of these is represented in the eclectic approach to learning partnerships in the Continuing Education Division (CED) at The University of Manitoba.

Advisory Committees provide advice to a CE unit on a variety of matters related to the development of educational programs to meet community or industry needs, and link CE units with external groups. The University of Manitoba offers a wide variety of certificate programs, each of which has an advisory committee whose terms of reference emphasize the continuous development, revision, and marketing of certificate programs.

Program Sponsorship involves the endorsement of programs developed and offered by a CE unit that are targeted at a primary constituent group. The cosponsoring organization or professional association recommends the program to its members. Typically, curriculum development, program administration, and academic responsibilities rest solely with the educational institution while marketing responsibilities and revenues are shared with the cosponsoring organization. As well, the cosponsoring organization is represented by a majority of the members on the advisory committee. The Human Resource Management (HRM) Certificate at The University of Manitoba is sponsored

by the Human Resource Management Association of Manitoba, a professional organization of human resource practitioners in the province. The Association recently implemented a professional certification program in which the HRM Certificate is central to the educational requirements of the professional designation.

Academic Partnerships occur when CE units offer educational programs developed by an external organization, usually a professional association. Curriculum development and academic control of the program are primarily the responsibility of the external organization. Marketing responsibilities and revenues are usually shared, while program administration is the responsibility of the CE unit. The Continuing Education Division at The University of Manitoba has negotiated a number of academic partnerships involving the Certified Management Accountants of Manitoba, the Purchasing Management Association of Canada, the Credit Institute of Canada, the Canadian Risk Management Association, the Real Estate Institute of Manitoba, the Canadian Institute of Management, and the Appraisal Institute of Canada.

Personnel Exchanges take place when CE units hire community-based staff to teach on a part- time basis in their programs. Often, in contract training arrangements, the staff of the organization in which the training is taking place serve as instructors in the program. In an exchange arrangement, CE faculty or program staff may work with the training staff to develop curricula that may be used both in the initial contract training and subsequently as part of the on-going training in the organization. The instructional staff within the Continuing Education Division is comprised almost exclusively of community-based faculty which provide links to many organization in the private and public sector, professional organizations, and educational institutions.

Joint Ventures consist of either short or long term projects characterized by joint planning, management, and implementation. Joint ventures are usually governed by a contractual arrangement and have mutually beneficial outcomes for the CE unit and the partnering group. Summer Session, a department in the Continuing Education Division, recently participated in a joint venture project with the Association for Community Living, an association working for mentally-handicapped people, that produced a multi-faceted Summer Institute on Inclusion Education and Community.

Consortia involve several organizations that have a common interest in working with a CE unit to develop programs. These multi-organization arrangements provide an opportunity for greater access to resources and markets. In 1990, the Continuing Education Division originated the Consortium for Excellence in Public Sector Management that involves the federal, provincial, and municipal governments in a partnership that pools ideas in an effort to find novel ways of answering the unique challenges faced by public sector managers.

Partnerships and other collaborative arrangements are usually developed in a systematic fashion involving a number of phases, each of which consists of different requirements and decisions in building an effective partnership. Consequently, it is important for CE

units to be aware of the phases of partnership development and the requirements of each phase. Mansoor (1994) outlined five phases typically found in the development of good partnerships: 1) needs assessment, 2) vision building, 3) program design, 4) resource acquisition, 5) implementation, evaluation, and maintenance.

Throughout the partnership formation process, CE units should focus on key factors critical to the development and maintenance of successful partnerships. These include a willingness of the partners to cooperate and share responsibility for both the process and outcome of the partnership, a realization that difficulties will surface during the life of a partnership, a need for effective communication, identification of and involvement on the part of all the critical stakeholders, a shared vision to drive the partnership, collaborative leadership coupled with individual action, an understanding that their are no quick fixes to complex problems, an appreciation that partnership development takes time and planning, a willingness to be flexible and innovative, valuing the "soft gains" resulting from partnerships, and a commitment to continuously improve the partnership (Mansoor, 1994; Kops, 1994; Carnevale, 1990).

The presentation will utilize select examples of partnership forms from the Continuing Education Division at The University of Manitoba to examine the process and factors important to the successful development of partnerships. The results of this examination should provide useful information to CE units considering partnership arrangements and offer those experienced in working with partnerships a framework for analysing and improving their practice.

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In Matters of Degree, Let Us Show You the Way

Presenters: Linda L. Stickney-Taylor, Western Illinois University at Macomb
Mary Alice Stewart, Black Hawk College, Illinois

Chair: Pamela J. Richardson, Mary Baldwin College

Recorder: Daniel W. Dowdy, Mary Baldwin College

Background Information

Western Illinois University

Western Illinois University is a 4-year public university located in Macomb, Illinois, 40 miles east of the Mississippi River. Established in 1899, WIU began operation in 1902. As a state supported institution, the University recognizes its responsibility to serve the western Illinois region. In 1987 the Illinois Board of Higher Education gave approval to establish the Rock Island Regional Undergraduate Center (RIRUC) on the Black Hawk College campus located in Moline, Illinois, 87 miles north of Macomb. The primary purpose for creating an undergraduate center was to serve the Quad Cities area place-bound students with affordable, high quality educational programs.

Black Hawk College

Established in 1946, Black Hawk College serves as a comprehensive community college at two campuses in Moline and Kewanee, Illinois. The purpose of the College is to serve diverse communities by providing the first two years of baccalaureate education to prepare students for transfer to 4-year colleges and universities; career education designed for job training, re-training and/or upgrading of skills to meet individual local, state and national manpower needs; and as a public community college to provide community education designed to meet individual educational goals as well as developmental education; and to provide specialized training designed to meet the economic development needs of the community.

The Partnership

Black Hawk College and Western Illinois University offer cooperative programs that provide place-bound learners an opportunity to complete a 4-year degree in Accountancy, Management, Elementary Education, Manufacturing Engineering Technology, Applied Mathematics/Computer Science and the Board of Governors Bachelor of Arts Degree Program. Place-bound learners complete all freshman and sophomore requirements and graduate with an associate's degree from Black Hawk College. Black Hawk College maintains an open door admission policy that provides access to higher education for those individuals who can benefit from its programs and courses. At the time students meet with a Black Hawk College adviser, they indicate that they are interested in transferring into one of the specific WIU programs in the Quad Cities to ensure that they complete the appropriate coursework at the freshman and sophomore level. Beginning with their junior year, they complete an application for admission to Western

Illinois University and transfer credits to complete the junior and senior years. This can be done without leaving the Quad Cities region because Western Illinois University delivers on-site the remaining courses for the baccalaureate degree.

In addition to sharing degree programs, Western Illinois University rents classroom and office space at Black Hawk College for 21 faculty and staff. The two institutions share many other resources, including parking facilities, computer labs, security, library, cafeteria and food services. Library resources provided by Western have enhanced the Black Hawk collection and opened Black Hawk's access to the Illinet online.

Positive Aspects

WIU enrollments in the RIRUC programs have increased from 59 in Spring of 1988 to 322 in the Fall of 1993. The WIU/BHC partnership has been so successful that there has been continued growth in enrollment and over a half million dollars generated from joint grant projects. This effort has focused on improved minority access: strengthened school, community college, and university relationships; and partnerships between industry, government, and education to meet regional needs.

The John Deere Corporation has provided $195,000 for the purchase of computers for the WIU programs at Black Hawk. The computer labs not only serve Western students, but Black Hawk students in lower division classes and business education, computer science/mathematics and industrial technology areas. As a result of the WIU/Black Hawk College partnership, the other positive spin-offs include the Hispanic Program for educational advancement, Manufacturing Technology Consortium, Western Illinois Manufacturing Service Network, Quad Cities Retention and Transfer Center, Project Challenge, Western Illinois Education Consortium, and STARS (Scientific Techniques Applied to Real Situations and Tech Prep).

Black Hawk College enrollments have reflected similar increases as a result of the WIU programs. Many students would not have had the opportunity to complete a 4-year degree since they were place-bound. The ease of transfer, the quality of programs and the ability to receive a baccalaureate degree without travel to Macomb have been factors in making this partnership a positive one for students in the Black Hawk College district. The community has benefitted in that dramatic increases in completion of the associate's degree and transfer to 4-year colleges have resulted from the joint grant projects. In 1990 there were 11 minority student transfers; in 1992 there were 51 minority student transfers.

Negative Aspects

The WIU/BHC partnership requires cooperation. The partners have to work hard to maintain that cooperative spirit, level of trust and open communication. It requires time to build the partnership and requires constant maintenance. As enrollments have increased for both institutions, available space becomes a critical issue. Layers of bureaucracy can sometimes impede progress.

Conclusion

WIU/BHC are happy with the partnership. The advantages far outweigh the disadvantages.

Partnering–Doing More With Less

Presenters: Shirley Smith Hendrick and William H. Beisel, Penn State University

Chair: Elmira Higginbotham, University of Alabama- Birmingham

Recorder: Johnnie C. Hill, Mississippi State University

Partnering in continuing education has become increasingly important, as higher education institutions are being asked to do more with less. Partnerships are likely to increase in the future for the following reasons:

1. Increased scarce resources for both higher education and corporations or other rorganizations.
2. Increased expense associated with distance education including the cost of technology and program development.
3. Increased need for workforce education and training.
4. Increased diversity and needs of today's students in when, where, and how they want education delivered.
5. Increased competition for providing education and training.

Partnerships contribute to the solution in that we can share or eliminate some of the costs of delivery and marketing of programs. The on-site programs have been examples of successful partnerships. In these programs, the corporations have shared in the development of the curriculum, assisted with the marketing, provided classroom space, in addition to paying the tuition of their employees attending the classes. The corporations have benefited from the employees increased educational level and better understanding of the corporation and, some corporations claim that their turnover rate has decreased.

As we look to increased partnerships, it is beneficial to look at some of the research focused on partnerships to better understand our future. Joanne Sujanski in her book, *The Power of Partnering*, defines partnering as "two or more individuals working collaboratively toward a desired outcome". She says there are three keys to effective partnering: vision (what, how), commitment (specific goals), and plan of action (responsibilities, resources and deadlines). She also defines ten behaviors for successful partnering: results identified, agree to make a difference, clarify roles, assess needs, recognize achievements, make ongoing corrections, willing to take risks, encourage creativity, challenge one another, and evaluate.

Another researcher, Rosabeth Moss Kanter, has an outstanding career in organizational development. In her book *When Giants Learn to Dance*, she identifies the following issues which may be "deadbusters" for partnerships: strategic shifts, uneven levels of commitment, power imbalances (resources or information), imbalances of benefits, premature trust, conflicting loyalties, under-management, hedging on resource allocation, conflicts over

scope, insufficient integration, absence of a common framework, and internal corporate politics. She also identifies what she calls the Six I's of Successful Partnerships as:

Important (strategic),
Investment (long term so benefits balance out),
Interdependent (need each other),
Integrated (communications and contact),
Informed (plans and direction),
Institutionalized (legal, social ties to shared values).

Kanter has shared with us a view which may represent the future of continuing education. It will be tearing down the walls of the past, but building strong bridges for the future. Taking this concept to an "operational" level, we find that partnering with businesses and industry is challenging, in part, because organizations are in a state of continual transition, or, as Kanter describes, corporate clients are usually in a state of "strategic shifting".

Recognizing that organizations are in varying states of "strategic shifts" our (higher education) functional, operational, and academic philosophy should be consistent with the organization. Long-standing theoretical foundations of adult education underlie this concept. Successful partnering assumes a variety of key factors, desired behaviors, and process issues. It is assumed that educators capture the interest of students, recognize that adults are self-directed learners with reciprocal relationships with teachers, and see life experience and accumulated knowledge of learners as valuable resources for learning. Further, partnerships are seen as enhancing an ongoing process of problem solving in the present, and for doing something relevant to the present situation of the learner and the organization. Recognizing that the primary function of faculty is to guide the learning process (not control it), and that faculty have great concern for how the learner feels about the content of learning, an additional role for educators (in addition to content) is to help learners continually evaluate the utility of past learning and assess their own need for further learning in relation to personal and organizational (work related) goals.

As higher education institutions and public and private sector clients develop long-term consultative relationships and partnerships, the "value" of educational expenditures will increase. Programs and services will be more relevant to organizational and personal goals and curriculum will be customized and delivered according to client wishes. Doing more with less then becomes a desired condition.

Internal and External Connections: Creating Win-Win Partnerships

Presenters: Janet Harris, University of Texas at Dallas
Veva Vonler, Texas Woman's University

Chair: Diane Lovin, Texas Christian University

Recorder: Gail Carr, Plymouth State College

Successful, high-profile partnerships help establish continuing education as an indispensable member of the higher education community. Connections initiated and nurtured within the institution and with outside organizations can reap rewards that benefit a university in numerous ways.

The most obvious internal partnerships involve cooperative programming with academic divisions or individual faculty members. Mutually beneficial collaborative efforts with campus support services–particularly in the area of sharing resources–can also enhance both the efficiency and the internal image of continuing education. Particularly productive external partnerships can be developed through affiliation agreements with professional associations. When the members are executives involved in international business and high tech industries, the opportunities to benefit the university multiply.

Successful internal cooperative ventures depend on identifying and evaluating potential partnerships, highlighting the partner and letting continuing education bask in the "reflected glory," and anticipating power struggles and making the political heirarchy work for, rather than against, innovative programming and instructional operations. Affiliation with external groups, particularly professional associations, grows out of mutually beneficial educational goals, values and operating modes.

Achieving success in these kinds of cooperative activities means being prepared to identify and evaluate cosponsors, explore motives, negotiate in a win-win fashion, clarify financial agreements and maintain effective communication. A significant factor remains how well a continuing education department can adapt to the culture of cosponsor so that both prosper from their association.

A Cooperative Partnership in Continuing Higher Education

Presenter: Barbara Jones Denison, Lebanon Valley College
Elaine Feather, Lebanon Valley College

Chair: David E. Grant, Johnson State College

Presenter: Barbara Carpenter, Southern University and A&M College

In July 1991 Lebanon Valley College opened its Lancaster Center on the campus of Franklin & Marshall College. This is a cooperative arrangement whereby LVC provides continuing education programs at F&M. Expanding its continuing education program into the Lancaster County market had been a long-range goal of LVC. This partnership opportunity provided an excellent vehicle for such purposes. LVC offers evening courses leading to certificates, associate's and bachelor's degrees, and an MBA on F&M's Lancaster campus. LVC courses use F&M classrooms, support services (eg, library, instructional media, bookstore, maintenance). However, LVC maintains a full-time office on the F&M campus and students are awarded LVC certificates or diplomas. An Associate Director of Continuing Education is located full time at LVC's Lancaster Center.

Both F&M and LVC share a strong liberal arts tradition which carried over into their respective continuing education programs. Prior to the start of this partnership, F&M maintained an evening program of credit courses leading to certificates and associate's degrees only. When F&M decided to drop the evening credit program to focus energies and resources elsewhere, LVC, with a proven track record in continuing education, stepped in to provide a continued presence of continuing education in an independent college setting.

This innovative partnership permits LVC to pursue more effectively its mission in higher education. As LVC students are urged by the college's mission statement "to develop a genuine concern for cooperative living and community service" so does LVC's Lancaster Center provide a much-needed liberal arts-based continuing education program to the Lancaster community. Our concern for students' needs results in a service-oriented educational environment. This creates a model of caring we hope students will emulate in professional and personal responsibilities. The "costs" of caring include personal attention, small classes and advocacy for students by LVC staff.

Fiscally, this program generates net revenue for both F&M and LVC. In both fiscal 1993 and 1994 LVC reinvested dollars in upgrading computers in the Lancaster Center lab. The partnership also enhances the community profile of each institution. This benefits both colleges in terms of development and advancement activities.

How does this partnership operate? All credits and grades previously earned at F&M were transferrable towards an LVC degree. Students near completion of F&M certificates or degrees were offered the opportunity to complete their courses of study using LVC courses. Other students were offered the chance to transfer their credits into applicable LVC programs.

The transition from F&M courses to LVC courses and degrees was first marketed to current students via a series of written communications providing detailed transfer of credit information. Next, a brochure similar to but separate from the LVC main campus' continuing education brochure was prepared and distributed for the Fall 1991 semester. Primarily through direct mail approximately 67,000 brochures were distributed. Newspaper advertising and feature stories on the transition taking place completed the marketing plans. Currently, brochures featuring Annville and Lancaster undergraduate and MBA programs are distributed primarily by direct mail to approximately 116,000 individuals. A great deal of energy is focused on personal contact with employers and prospective students through company visits and displays at college samplers and business fairs. Newspaper advertising, some radio time and news releases complete the marketing scope.

One of the most successful vehicles on the main campus for communicating the effectiveness of LVC's continuing education programs has been duplicated in Lancaster. Know as 'College Connections' or college information open house, prospective students are invited via public announcements to an evening of presentations on college programs, career planning and life as a part-time adult student. This program runs twice a year on both the main campus and at the Lancaster Center.

LVC's Continuing Education office faces the same kinds of problems encountered by any school operating branch campuses. These include problems of communications and quality control for instructors and courses. The main campus and the Lancaster Center have available E-mail and fax, as well as a routine mail courier to help ease the communication difficulties. The Lancaster Center is connected via modem to the college's computer network. Lancaster Center staff can retrieve information, register students and access both academic and accounts receivable information.

Quality control is maintained by evaluating courses and instructors at the Lancaster Center according to the same standards used on the main campus in both day and evening classes. New instructors attend an orientation and are observed one or two times in their first semester. A narrative mid-term evaluation is distributed, collected and results are word processed and returned to instructors for feedback purposes. A more detailed final evaluation asks students to rate the course and the instructor in a variety of areas. Information gathered is used to review instructors for use in future semesters. Textbook choices are approved by department chair persons. Syllabi are routinely reviewed in comparison to syllabi for similar courses.

Originally these collegiate partners entered into a three-year agreement. In 1993 F&M and LVC entered into an agreement requiring one year's notice for either school to cancel.

After completing three years of this cooperative effort the program is measurably successful. Through this effort the various continuing education professionals involved on both campuses have demonstrated that continuing higher education, a growing market for colleges and universities, need not be competitive. Rather, cooperative ventures can benefit all institutions involved and bring positive rewards in terms of both revenues and community recognition to all involved.

Regional Collaboration Which Fosters Learning for Adults with Special Needs

Presenters: Nancy Gadbow, SUNY Empire State College
David DuBois, SUNY Empire State College

Chair: Kehua Jin, Kennesaw State College

Recorder: Billye Ruth Goss, Midwestern State University

Adult learners who have special needs have long been part of the population served by continuing higher education. However, recent developments have increased the awareness of their needs and have made it imperative that colleges and universities work together to provide appropriate services and strategies for persons with a wide range of specific needs. Signed into law July 26, 1990, the American with Disabilities Act (ADA) is a wide-ranging civil rights statute that prohibits discrimination against people with disabilities. For colleges and universities this means that no qualified individual may be denied access to educational programs based on disability.

With this law have also come increased expectations among many of the approximately 40 million Americans with disabilities who are interested in higher education programs. As efforts increase on K - 12 levels and many adults successfully complete GED and ABE programs, more individuals will be seeking undergraduate and graduate education. As part of the current efforts to meet the changing needs of the workforce, it is essential to help every interested adult to learn and to participate in educational activities to the fullest extent of his or her capacity. The talents and creative abilities of many individuals have not been encouraged to develop and be used in many areas of our society – a loss not only for those persons, but for us all!

What are the disabilities that adult learners may have? Persons may have a wide range of individual or multiple disabilities which may affect them in varying degrees, including the following: *cognitive disabilities*, such as learning disabilities which affect how one processes, stores, classifies, and recalls information; *physical disabilities*, which affect a person's ability to initiate certain physical or muscular movements; *sensory disabilities*, which are the result of significant impairments of one or more of the major senses (sight or hearing) and which are important channels for receipt of information; *mental or emotional disabilities*, which may affect the individual's ability to cope with stresses and pressures of life or to separate the imagined from the real; and *medical disabilities or health problems*, which may prevent a person from full participation in an educational program or activity.

Collaborative efforts are helping educational organizations to be able to learn about disabilities and the particular needs of adult learners and to be able to provide appropriate accommodations and services to those who come to their programs. In the Rochester, New York area a consortium of disabilities advocates has developed in recent years,

consisting of postsecondary institutions, other education and training providers, and human service organizations. They describe themselves as "Support Service Providers in postsecondary settings who are committed to serving individuals for whom learning has been a challenge." In their monthly meetings they hear from experts, such as lawyers, technology specialists, and industry trainers. They also share resources, information on state and national organizations related to particular disabilities, and advice on dealing with particular situations. Subcommittees have focussed on training programs, transition programs, and resources. One of the successful outcomes of the consortium has been the development of a self-advocacy curriculum for undergraduate students.

In the rapidly changing environment of postsecondary education and with the advances in technology and accommodations to aid learners with special needs, it is imperative that collaborative groups develop and grow on both regional and national levels, adding to their effectiveness the unlimited options of computer networks.

Cohorts: Building Internal Networks for More Effective College/Corporate Partnerships

Presenter: Jerrelyn J. Madere, Delgado Community College

Chair: Dale Bower, University of Wisconsin- Parkside

Recorder: Regis M. Hail, Southwest Missouri State University

As more college faculty and staff become involved in corporate outreach - seeking external funding for programs, projects, research; nurturing alliances for job placements and alumni activities; recruiting for advisory councils; establishing partnerships for grants - *coordination* becomes more difficult. At the same time, for the sake of institutional effectiveness, it is all the more critical!

Continuing education administrators may find themselves competing *within* their own institutions for a niche in the same external markets. Creating partnerships with academic peers can be as challenging as developing a business partner. Even though an internal network may ultimately improve the quality of services your institution can offer to the community it serves, you can expect to encounter barriers. The goal is to provide lateral coordination without restricting innovative and entrepreneurial spirits or creating a new layer of bureaucracy or excessive paperwork for anyone. Three key elements to achieving win-win partnerships within the institution were discussed and demonstrated in this session:

(1) Identification of cohorts and incentives
(2) Administrative and organizational alignment
(3) User-friendly information system(s)

Delgado Community College's approach combines elements of TQM with available computer technology. Starting with a commitment from the top, the President empowers a faculty committee to serve as the team for business outreach coordination. It is essential to include every area of the institution which has contact with outside employers - from athletics to accounts payable, Tech-prep to the alumni association, skills training to research. The committee's purpose is to maintain and direct the college's outreach efforts. It gives organizational integrity and affirms the college's commitment to the effort. It plays an important role in the institution's strategic planning, and helps to establish a cohesive, consistent plan of action. Sharing and teamwork are reinforced by incentives which allow the individual or unit who originates a contact or successfully negotiates a contract to be credited for the revenues generated from that project, and to maintain "privileged" status with certain corporate partners.

Democratic processes suggest that this team select its own leader, and certainly there is enough work to be done that rotating the chairmanship may be a practical decision.

From an organizational or administrative perspective, however, the nexus logically is defined in the division responsible for business/industry services, contract training and technical assistance. Identifying one key position with outreach coordination enables the institution to offer a point of contact for incoming inquiries and a clearinghouse for internal as well as external customers.

Using PC software and networking through the college's main computer system, the team has access to a database or business information system. Data entry and editing is restricted by user codes, but virtually anyone on the system can view. The team defines the criteria and parameters for listing corporate contacts, as well as the pertinent fields. Files can be flagged to request clearance with a designated team member before contacting a company. Information about the company, the points of contact, dates and types of activity can generate a "rap" sheet on any existing or potential customer.

As with any other partnership, it takes time to establish a partnership with your college cohorts. And, the effort to maintain the internal network is considerable. But, measured against the alternatives, this approach offers benefits and opportunities otherwise unattainable. As a nexus for corporate outreach, continuing education's place in the institution becomes central to broader administrative processes. Innovation and entrepreneurial ventures are encouraged and supported by an energized team and invaluable data. The institution gains credibility, enhances its ability to market services to the business community, and positions itself to leverage new sources of funding. As an organization, the college becomes a much more desirable partner.

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Partnerships for Learning in International Programming

Presenter: Dr. Kenneth T. Abrams, SUNY, Empire State College

Chair: Donna J. Boyd, California State University, San Bernardino

Recorder: Richard A. Lucore, Loyola University

When State University of New York, Empire State College began its first work with students just over 23 years ago, it determined, almost at the same moment, to test its international potential at the initial stage of its institutional development. I did not say "opened its doors" for reasons that will become apparent as I proceed. In some ways this is a story of the evolution of one academic institution's international program development that takes it from international loner to international partner and recounts some of the ways in which that revolution took place and is taking place.

The paper is both reflective and projective. It offers institutional experience in overseas academic programming by a unit of a public university system in the United States with cooperating social service agencies, human rights organizations, regional governments, higher educational institutions in the private sector, and therapeutic communities. It describes these
experiences in a variety of international settings: the United Kingdom, Cyprus, Denmark, Greece, Sicily, Switzerland, eastern Europe, and West Africa. It is projective in that it suggests
how such learning experiences can be extended to new or underserved populations, both geographically and generational, including the indigenous populations of host countries. The
paper explores how institutions can go about identifying potential partners overseas, determining compatibility, developing learning resources, and serving the communities in
which they have placed their students.

Time permitting, it will inevitably recount the high jinks of relations with Ministries of Education and other government regulatory agencies, which, unintentionally will offer amusement as well as instruction in the best Johnsonian manner.

Corporation Meets College: A Model Partnership

Presenter: Rhoda Miller, SUNY Empire State College
Sheila Meehan, NYNEX Telesector Resources Group

Chair: Sharon O'Brien, Wayne State University

Recorder: Norma Reed, University of Georgia

In the fall of 1990, when NYNEX and SUNY Empire State College (ESC) began to create a corporate collegiate partnership, the idea was to design a program to address the workforce issues facing every American corporation. Increasingly, high school and even college graduate do not evidence skills adequate for the competitive service-oriented marketplace. The aim for NYNEX is to retain a competent educated workforce and to respond to the workforce needs of the 1990s and into the next century. The goal of the NYNEX Corporate College Program of SUNY Empire State College is to prepare workers and citizens who can adapt to a multicultural, technologically sophisticated and rapidly evolving workplace through a liberal arts education. What Empire State College, the non-traditional arm of the State University of New York (SUNY) offers to NYNEX are a unique appreciation of experiential learning, flexibility in response to student needs and a commitment to expanding the frontiers of educational technology.

The Corporate College Program offers its candidates an entry-level position as a NYNEX customer service representative and the opportunity to earn a fully paid for associate and/or bachelor's degree. The preponderance of students are recent high school graduates who were recruited from area high schools. The student population of over 200 students consists of over 90% underrepresented groups, including African Americans, Latino/as and Asian-Americans. Program eligibility is ultimately determined by a candidate's ability to pass the battery of tests required for employment as a NYNEX customer service representative.

Guidelines for a Successful Partnership

Please keep in mind that the guidelines that follow frequently overlap and are not listed in order of importance.

• *Be clear at the start about the needs, goals and mission of each partner and establish mechanisms for evaluating progress in these areas. Keep in mind both a long as well as a short range view.*

The Corporate College Program was conceived with the following overarching goals in mind–for NYNEX, the principle goals were to reduce recruitment/employment costs and improve retention of customer service representatives. For SUNY ESC, the main goal was for the college to be on the leading edge of business/education partnerships, to create a program that would serve as a national model for others.

Very early on, we addressed the need for the establishment of mechanisms for evaluating the program's success. To that end, very sophisticated databases were established to track the students' progress both in the company and in the college. Additionally, a control group was set up at the same time with which to compare the Corporate College Program students.

After the second year of the Program, an outside consultant who is a specialist in econometrics and human capital theory was hired to begin to quantify the less tangible benefits of the program (particular to NYNEX). Additionally, ESC is currently preparing to conduct a study of the academic outcomes of the program.

• *Establish linkages/networks within the respective organizations, building involvement and support at every appropriate level.*

Before detailed implementation planning for the program began, many level of focus groups were held–with high school students, with existing customer service representatives, and with field managers and supervisors–to determine what some of the constituencies specific needs were that the program might satisfy as well as to determine the role of the program and the requirements to be accepted into it.

In order to further articulate and understand each partners goals and needs, two "bodies" were set up early in the program– the first being a Planning Board which was the working committee for the program composed of representatives from ESC, a representative from the NYC Board of Education and a representative from each department in NYNEX that had any involvement with the program. The second committee established was the Advisory Board, a high level group that functioned as the Board of Directors for the program. It included the managing director and director from NYNEX, the vice presidents for external affairs, finance and academic affairs for ESC, as well as the deputy chancellor for the NYC Board of Education. SUNY Empire State College also established an Advisory Committee (made up of faculty from other ESC centers) to identify the academic program requirements and consult on the on-going modifications of the academic program.

In addition, the Corporate College Program works with other ESC centers to share resources; i.e., faculty, facilities, expertise, etc. Further, Corporate College Program students share in joint residency programs with other ESC students.

• *Ensure that there is recognition of cultural issues/differences.*

It was clear from the onset that a partnership between a major corporation and a public higher education institution would highlight the inherent cultural differences. Areas such as attire and time were of immediate concern. For example, corporations basically keep "9 to 5" hours, whereas, academics might work 10 a.m. to 7 p.m. This was further complicated by the fact that ESC is based on a mentoring model of working with students individually. Faculty might work at home and see student from 4-8 p.m.

Questions concerning academic freedom and ways in which decisions are made by the partners are also areas that are continuously being re-negotiated. The academic freedom issue presented itself clearly when a student publication was to be printed. The corporation had agreed to print the magazine; upon reviewing the publication, the print office felt that the magazine presented political views inappropriate for the company to endorse. The college, therefore, printed the publication. Although we have not reached solutions on each of these areas, we have worked out ways to deal with different situations. Most of all, we have gained an understanding and respect for the ways that each partner "does business."

• Take credit for your successes and seek every possible opportunity to achieve media (public, corporate and academic) recognition for your program.

One tremendous benefit of a creative and path-breaking project is the opportunity for communicating good news about purposes and results to one's industry and the larger community. For the college's part, it would like to be seen as a higher education leaders in innovative programs for adult workers. NYNEX seeks to bolster its image as a leading edge information services company. Additionally, public recognition validates the program in the students' minds since the "college aspect" is so non-traditional. We have been aggressive in terms of achieving recognition for the program in the spheres of both business and academia. This includes various milieus such as : television (local and national), newspapers, educational journals, national conferences, etc.

• Planning and patience are obvious requirements.

Relationships are not built overnight and the significance of the interpersonal skills of the players can not be understated. Successful relationship building also means planning that begins at the "idea" stage and remains dynamic to respond to the unanticipated problems/situations that can and do arise over the years.

It is important to remember that neither college nor corporations typically respond very rapidly to changing requirements so that the need for careful planning becomes critical to the success of the program. Matters of policy and practice which may seem simple in one's own organization may not be simple in another. For example, as the program progressed, it was clear that we had to adjust the academic model to address the students' lack of academic readiness for college. Further, NYNEX is going through dramatic organizational and operational changes. This has prompted a need for ESC to change its schedule of classes, for instance, to accommodate changing work tours for the Corporate College Program students/employees. These issues have presented major challenges for the program. We are also confident that we will create a different program model than what we started with. Trust and flexibility on the part of both partners are keys to success.

For all we have discussed above, the importance of keeping the lines of communication open between the partners is paramount!

The Dynamics of Partnership Development and Maintenance in Continuing Professional Education Programming

Presenters: Joe F. Donaldson, University of Missouri-Columbia
Charles E. Kozoll, University of Illinois at Urbana-Champaign

Chair: Allan Swanson, Baldwin Wallace College

Recorder: Doris L. Salis, University of Findlay

Introduction

University partnerships with business, professional associations, and government have become increasingly prevalent and necessary in the provision of continuing education for the professions. Increased competition, financial pressures, political necessities, and the need to link programs to practice realities have made partnerships a growing feature of university continuing education programming. The need to better understand the organizational dynamics and administrative issues involved in developing and maintaining partnerships has also grown as the number of partnerships and their complexity has increased. To obtain this fuller understanding requires a combined focus on theory and practice. The various schools of organization theory highlight different variables to be considered in partnerships. Practice, in contrast, informs theory by bringing it to life within the complex and ambiguous organizational situations from which partnerships spring. The purposes of this paper are (a) to illustrate how organizational theory can identify variables of significance in developing and maintaining partnerships and (b) to address four major categories of administrative issues that must be considered in developing and maintaining partnerships.

Theoretical Perspectives on Partnership Development

Developing a partnership results in the creation of a temporary organization. Our understanding of these temporary organizations has been informed primarily by open systems organization theory, in which the role of organizational boundary spanners, participating organizations' external environments, and resource acquisition are key variables. Although open systems theory has added much to our knowledge about temporary organizations, the single focus it provides also limits our understanding. Four other organization theory perspectives need to be employed to identify other significant factors that are at work within partnerships. These are the structural, political, cultural, and cybernetic perspectives.

Viewing temporary organizations from a structural perspective draws our attention to the way work is divided and coordinated within the temporary organization. In contrast, power, conflict, and interests (of participating organizations and of employees) are highlighted by analyzing these organizations from a political viewpoint.

The role that values, language, and meaning play in the formation and maintenance of partnerships is the focus of the organizational culture perspective. Finally, a cybernetic perspective demands that we consider what is learned in these organizations and the form that this organizational learning takes.

Each of these different theoretical perspectives allows us to identify different issues and implications for the development and maintenance of organizational partnerships. Several of these issues and implications include:

- The need to understand the role of boundary spanners in developing partnerships, and the choices, demands, and limits placed on persons in this role by participating organizations and the temporary organization itself.

- The need to understand the different roles played by individuals and how the work of these individuals can be coordinated through lateral and vertical integrating mechanisms.

- The need to deal with conflicts of interest, and to understand how power is developed, used, and distributed among participating organizations and individuals.

- The need to understand differences in organizational cultures and the processes required to create a viable "cross-culture" within a partnership.

- The need for developing shared vision for programming and facilitating the development of meaning through effective communication.

- The need to explore whether the temporary organization is simply adaptive in its learning, making corrections based upon negative feedback, or is generative in its learning, focusing on and critically analyzing the underlying norms, assumptions, and mental models that guide the work of those involved in the partnership.

Administrative Issues

These theoretical perspectives also provide guidance for individuals who are responsible for leading the development and maintenance of partnerships. From case studies and literature, four major categories of administrative issues have been identified as requiring special consideration. These are (a) partnership development and maintenance, (b) essential leadership roles for effective partnerships, (c) common problems and challenges, and (d) fragile relationships.

Development and Maintenance of Partnerships

When partnerships are initiated, several questions must be addressed – for example, what agreements are necessary; what support from leaders of participating organizations is required; how are benefits communicated and to whom; and how is one to judge if the relationship is worth maintaining?

Leadership Roles
Effective partnerships require continuing educators to perform leadership roles that are in addition to and different from the traditional roles they play within their own organizations. These include establishing an understanding of benefits, monitoring planning, reporting on achievements, and playing the roles of "shuttle diplomat," negotiator, and "underground manager."

Common Problems and Challenges Faced by Collaborators
Partnership has its benefits, but it also creates its own set of problems and challenges. These include time investment, loss of autonomy, compromise, potential displacement of organizational goals, value conflict, reaching agreement on finances, and record maintenance.

Handling Fragile Relationships
Not all partnerships are strong and resilient. Continuing educators must recognize the signs of deteriorating and fragile relationships, understand the dynamics of partnership deterioration, and know how fragile partnerships can be repaired. It is also important to understand when it is logical and prudent to end them.

Attention to these major categories of administrative issues, coupled with the ability to analyze temporary organizations using different organization theory frameworks, provides the necessary foundation for maintaining strong and viable interorganizational linkages in continuing education programming.

Collaborative Partnerships in Degree Programs for Adult Students

Presenters: Bernard H. Jones, Jr., Institute for Professional Development
Deborah Verlench, Institute for Professional Development
Dale K. Myers, Thomas More College

Chair: Marvin L. Morgan, International Theological Center

Recorder: George Rogers, Stonehill College

As colleges and universities face the continuing challenge of serving an increasing population of adult students in the arena of continuing education and degree/degree completion programs, many have looked to collaborative partnerships with organizations specializing in the field of adult learners. When a college or university forms a collaboration with an outside entity issues to be dealt with include program administration, curriculum, faculty hiring/training, academic advising and marketing recruitment methodology. These issues are especially critical when the collaboration is with a for-profit entity.

In working with an outside agency in the development and marketing of adult programs, the college should carefully examine the basis for the association and look carefully at educational mission fit, long term objectives and outcomes and where contracted services fit in terms of strategic planning.

In turn, the collaborating entity must also have criteria which is met by the college or university. Foremost among these would be the compatibility of its mission and long term objectives with those of the college. The outside entity must also go through a similar needs assessment/analysis to determine whether the college or university will further its long term strategic plans.

In searching for collaborative partners matching the needs of each partner is a must for ensuring a partnership that will be equally productive for both, meet goals and strategic plans and result in meeting the educational needs of the adult student in an adequate format.

Once the questions related to mission have been satisfactorily answered both partners should examine their core competencies. An institution usually seeks to affiliate with a partner to provide resources or services where a deficiency exists. The core competency of an institution cannot be farmed out to a partner or outside entity.

Following this initial examination it is necessary to progress through the following stages of review: self analysis, partnership chemistry, compatibility, risk awareness, investment, control and commitment.

The presentation used as a model a partnership formed between Thomas More College, Crestview Hills, Kentucky and the Institute for Professional Development of Phoenix, Arizona. The benefits, concerns, and growing pains were presented from a three way point of view: that of the college, the consulting firm and the consulting firm manager assigned to work as a liaison between the two.

Distance Learning: Exploring New Opportunities through Collaboration

Presenters: Stephen Anspacher, The New School for Social Research
Meg Foley McCabe, The New School for Social Research

Chair: Bobbie Walls, Wayne State University

Recorder: Ronald G. Blankenstein, Merrimack Valley Region College of Lifelong Learning

Distance education– the delivery of instruction to students who are physically and temporally separated from each other, from the instructor, and from the institution– is an emerging path for higher and continuing education. The new communications technologies build bridges to allow people, wherever they may be, to work together without the constraints of time and space. With these physical barriers removed, distance education also offers an exciting vehicle for collaboration between and among educational institutions. The New School for Social Research is developing an effective and far-reaching model of distance instruction and exploring opportunities to expand the impact of its efforts through joint ventures with appropriate institutional partners.

The DIAL Program

The New School launched its distance education initiative in 1992 with the creation of the Distance Instruction for the Adult Learner (DIAL) program. The Dial program supports the New School's mission of serving adults by providing an educational link for people whose locations or lifestyles preclude attending class regularly at a set time and place. Our students are mature professionals who travel, live at a distance from the campus or have obligations that conflict with class schedules. DIAL courses rely on asynchronous computer conferencing to connect students and instructors. Therefore, students can participate in their courses at time and places convenient to them and do not need to be on-line at the same time to contribute to group dialogue. While the medium of communication is non-traditional, the quality of instruction, learning objectives, content and documentation of the courses are consistent with the standards of our campus-based programs.

The strategy for developing the DIAL program is shaped by the New School's mission to serve adults' needs and open access of educational opportunities. The following principles guide the planning and development of the program:

(1) education, not the spread of technology, is the mission of the university and the program;

(2) program distribution should be developed at the lowest common denominator of receiver technology, so that the greatest number of students can be served. The institution-

-not the student--has an obligation to provide the most sophisticated product possible within that framework;

(3) distant students should not be made to feel encumbered by their distance from campus, and are thus entitled to the full range of university benefits and services available to on-campus students;

(4) learning experiences provided through the distance format will be necessarily different, but in no way inferior to that provided on campus, and that mutual expectations between faculty and students will be the same as the classroom counterpart;

(5) the documentation of work in the New School's DIAL program will not differ from documentation of work in any campus-based New School program. Participants in and graduates of distance programs are entitled to the same rights, privileges and immunities as participants in and graduates of any New School program.

The New School is certainly not alone in its venture into electronic classrooms; the Oryx Guide to Distance Education (1994) cites over 300 colleges and universities throughout the United States embarking on distance learning initiatives. It is worth noting that *distance education* is an ambiguous term that varies widely in its use. The many programs that exist reflect the diversity of missions, philosophies, priorities and constraints of the sponsoring universities. The New School is exploring opportunities to expand its efforts and impact through collaborations with appropriate partners who compliment our program in curriculum offering, delivery systems and principles of development strategies.

Benefits of Collaboration

The potential benefits of collaboration in distance education are many. Drawing from the collective curricula of partnering institutions can provide distance students with a broader range of courses from which to choose. Cross listing courses available through distance delivery systems can be a simple way to maximize our offerings. Courses should be selected to draw on strengths of each institution so that we compliment and supplement each other's programs. In addition, the extended student body of the partners can support more specialized or advanced courses that might not otherwise run.

Collaboration also adds diversity to our campus programs. Collaboration among universities can provide students with the opportunity to learn from an eclectic faculty and sample different ways of learning. Similarly, students in collaborative distance learning courses will have the chance to work with other students from different backgrounds--coming from places around the country and the world. This diversity can infuse class discussion with a wealth of experience, references and perspectives.

Launching a distance learning initiative demands substantial investments in planning, time and money. It is imperative for institutions to develop and nurture a large student population to support the investment. To this end, collaboration can be a fruitful endeavor.

By tapping into each other's rosters, we are able to bring together a critical mass of students to support a greater number of classes. With this increased breadth of curriculum we stand a better chance of attracting new students outside of the partnering universities. The result is a win-win situation where students gain greater selection and the institutions gain students.

The emerging guidelines (see, for examples, *Principles of Good Practice for Distance higher Education* and *Application for Approval of Degree and Credit-Bearing Certificate Programs To be Offered by New York State Institutions through Telecommunications*, both issues in May 1994 by the New York State Education Department) for effective practices in distance education emphasize the need to provide distance students with a full range of supportive resources available to campus-based students. Collaboration among institutions can offer students the physical facilities, such as libraries and laboratories, that are adrift in cyberspace. Students who are studying at a campus and taking courses at a distance would then have the advantages of both worlds. It will be important also to develop relationships with public libraries, colleges and universities around the world to open access of resources to distance learners.

Guidelines for Productive Partnerships

Collaborative efforts in distance education involve many of the same critical issues as institutional partnerships of all kinds. Most importantly, perhaps, is a good match between institutions; successful collaboration support complimentary missions and strategies toward achieving them. In The New School's case, we are seeking partners to increase the number of students enrolled in our program, increase the course offerings, jointly promote courses and develop collaborative teaching arrangements. With these objectives in mind, the following considerations are addressed:

1. Do the collaborating institutions complement one another's strengths? Is there enough diversity in curricula to make the effort worth while?

2. Is the collaboration likely to attract new populations of students?

3. Is there a shared criteria of educational quality? What is the plan to asses the program as it evolves? It's important to protect our students' interest and assure that courses offered by the partners meet shared standards of academic rigor and excellence.l

A Pilot Collaboration

Based on mutual interest and complimentary programs, a pilot collaboration among the New School, Rochester Institute of Technology, and the College of St. Catherine began in the summer of 1994. Each institution brings their curricular strengths to the partnership: The New School's curriculum is particularly strong in the areas of humanities, social sciences and liberal arts; Rochester Institute of Technology offers outstanding courses in math and science; and the College of St. Catherine adds the depth of its philosophy department. The collaboration will involve cross-listing selected distance instruction courses offered by all three universities. Students from the three universities and others

will then be able to take any of the courses and transfer credits to their home program. Tuition for each course will be paid to the sponsoring university; a cost assessment will follow the pilot semester to determine appropriateness of the financial arrangements.

Although distance instruction does not depend on time or place, collaborative planning demands synchronized effort. Due to difficulties in coordinating schedules, the initial planning phase of the collaboration among the New School, RIT and the College of St. Catherine has taken longer than expected. In addition to curriculum selection, several issues remain to be determines, including institutional procedures for student advisement, faculty development, evaluation and projected time-line for implementation.

Issues for Future Collaborations

Planning the collaboration among the New School, the College of St. Catherine and RIT has highlighted central issues of concern than can inform future ventures. These fall into several major categories:

1. **Complimentary of Technologies.** Programs which seek to work together in what essentially is a cross-listing articulation arrangement need to assure themselves (as proxies for their students) that the technologies utilized by all the parties to the collaboration are (a) appropriate to the programs' missions, (b) compatible and complimentary, and (c) available at the lowest common denominator of end-user capability. This means, for example, that programs which utilize low-end computer conferencing would be not as compatible with satellite/video programs or even CD-ROM assisted computer conferencing programs as they would be with traditional correspondence programs and computer conferencing programs which use traditional audio and video for supplementary distribution.

2. **Balance of Payments.** Issues surrounding the payment of tuition at one school for courses provided by another are among the most threatening to a potential collaboration. These issues are made more sticky by their close relationship to the culture of the institutions involved, and must be addressed almost at the outset.

3. **Higher Education Regulation.** As more and more states begin to regulate distance learning, collaboration across state lines will become subject to an increasingly complex set of regulatory guidelines.

4. **Interstate Commerce.** Another new issue for higher education, this concern will begin to become real as states and state university systems begin to study the impact on their monopolies in the degree- and certificate-granting businesses of the availability of programs from other states.

None of these issues by itself should be seen as "deal-buster" in planning a collaboration, but taken together they represent a significant set of hurdles to be overcome in the process. Our experience indicates that the most important part of the exercise is to find program elements which fit well together, while always maintaining attention to the details of working together.

Part Three: Business Meeting

Fifty-Sixth Annual Meeting
ASSOCIATION FOR CONTINUING HIGHER EDUCATION
October 23-25, 1994
Toronto, Ontario, Canada

Call to Order
President Jim Vondrell called the Association's 56th Annual Meeting to order at 2:00 p.m. (EDT), on Sunday, October 23, 1994, at the Delta Chelsea Inn in Toronto, Ontario, Canada. The business session was called to order at 11:15 a.m., Monday, October 24th, and recessed at 1:00 p.m. It was reconvened at 7:00 p.m., Tuesday, October 25th and adjourned at 9:30 p.m.

Minutes
President Vondrell introduced the head table and Wayne Whelan, Executive Vice President, asked for approval of the 55th annual meeting minutes as published and distributed in the 1993 Proceedings. Peter Mill's motion to approve the minutes passed.

Membership Report
Executive Vice President Whelan presented the Membership Report (Appendix A). A printed report was distributed to the members present. Nick Kolb's motion to approve the report passed. President Vondrell then presented certificates to the following new institutional members:

University of Texas-Pan American
Judson College
Mary Baldwin College
Western Illinois University
Quincy College
College for Lifelong Learning
Elmhurst College
College of Notre Dame of Maryland
Kansas City Kansas Community College
Hinds Community College
Shenandoah University Leesburg Center

Financial Report
Executive Vice President Whelan presented the summary of the Association's revenue, expenses, and reserves as of August 31, 1994. A printed report (Appendix B) was distributed to the members present. Phil Greasley's motion to approve the report passed.

Nominations and Elections
Nominations and Elections Committee Chair Jan Jackson reported on the 1994 election. With 396 ballots cast, those elected were: President-Elect, Norma Long; Vice President, Paula Peinovich; Directors-at-large (3-year terms), Waverly Coleman, Jerry Hickerson, and Patricia Lawler.

Board Actions
President Vondrell reported on several items from the Saturday Board meeting: Committee chairs reported in person the activities of their respective committees. The Board endorsed the Budget and Finance Committee's proposed operating budget for 1995. Action was taken to set aside $5000 from the Development/Advancement Account for one-time "mini-grants" for special projects. The Board had charged a special ad hoc task group to recommend procedures and guidelines for regional alignments and related issues.

Resolutions
Resolutions Committee Chair Nancy Gadbow presented memorial and special recognition resolutions (Appendix C) and moved their approval. Motion passed.

Budget and Finance
Dale Myers, Chair of the Budget and Finance Committee, gave an overview of the 1994 fiscal year through August 31, 1994, noting that operating expenses are projected to be less than anticipated. Also, due to the net revenue from the Jackson meeting, the 1994 revenue will be significantly more than budgeted. He commented further on the Board action setting aside $5,000 from the Development/Advancement Account for one-time special "mini-grant" projects. He presented the committee's proposed operating budget for 1995 (Appendix D), noting that it would not require any increases in dues. Printed copies were distributed to the members present. His motion to approve the 1995 budget as proposed was passed.

Constitution and Bylaws
Constitution and Bylaws Committee Chair Sam Bills presented two proposed amendments, noting that the amendments had been circulated to the membership in the September 1994 issue of "5 Minutes With ACHE," thus meeting the "30-day notice" requirement. The amendments were:

Delete Article V, Section 4.

Amend Article III, Section 2, Number 6 to read:

The Board of Directors approves all applicants for membership and must be satisfied that the educational program offered by the applicant institution is consistent with the goals of the Association.

Add Section 8 under Article IV to read:

No individual shall serve more than six (6) consecutive years in any elected office.

He noted further that the changes to Articles III and V are recommended to clarify the role of the Board in the membership development process. It is the Board's intent that the Committee on Membership Development and Services be the focal point for membership development activities. At the same time, the Board will retain the prerogative to approve all institutional members.

The addition of Section 8 to Article IV is necessary to bring the Association into compliance with Indiana law, where ACHE is incorporated.

Sam's motion to approve the amendments passed.

Regions
Vice President Long introduced the ten regional chairs in attendance and called on them to make brief comments on their respective region's activities.

She then called on George Rogers, Chair of the Membership Development and Services Committee, who gave a brief report on the committee's Saturday work session. The committee was expanded to include eight (8) at-large members. The committee had established five (5) subcommittee task groups to study and recommend on the following: Enhanced membership data base, needs assessment survey, establishment of a mentoring system, improved external communications, and use of technology.

Recognitions
President Vondrell presented service certificates to members of the Journal's Editorial Board whose terms expired in 1994: John Dickey, Karen Garver, Paul Sable, Harry Shields, and Don Gogniat.

Jim Verscheuren, chair of the Older Adults Committee, presented distinguished program certificates to Kingsborough Community College, for its outstanding program - "My Turn"; and to Edmonds Community College for its outstanding program - "Creative Retirement Institute."

Shirley Hendrick, chair of the International Continuing Higher Education Committee, presented distinguished program certificates to the University of Strathclyde for its outstanding program - "Professional Development for Russian Media Executives"; to Kennesaw State College for its outstanding program - "The American Economy and Its Operating System"; and to The Pennsylvania State University-Harrisburg for its outstanding program - "The Caribbean Experience - Barbados."

Local Arrangements - 1995
Nancy Heitland, 1995 Local Arrangements Chair, made a presentation on the Kansas City meeting, noting that the meeting site will be the Hyatt Regency Hotel.

New Officers and Directors
President Vondrell formally welcomed the new officers and directors-at-large to their respective positions.

Awards
President Vondrell and Awards Committee Chair Allen Varner presented the following awards at the conference banquet:

Board of Directors Service:	Ray Campbell
	Gayle Cooper
	Paula Peinovich
	Jan Jackson

Merit Certificates	
Local Arrangements Chairs:	Diana Hennessy Alex Waugh Hugh Innis
Program Chair:	Patricia Lawler
Proceedings Editor:	Donna J. Boyd
Journal of Continuing Higher Education Editor:	Donna Queeney
1994 Distinguished Credit Program:	Duquesne University
1994 Distinguished Non-Credit Program:	University of Texas-Pan American
1994 Emeritus:	Sam Bills Joe Fantl
1994 Meritorious Service:	Peter Mills Anita Pescow Frank Santiago Mike Sweeney
1994 Special Recognition:	Roger Sublett

Transition of Presidency
Outgoing President Vondrell thanked ACHE members and leaders for their support and assistance during the past year. He called on incoming President Ron Ray to assume the gavel and office of president. President Ray expressed appreciation for Past-President Jim's leadership and service, and presented him with a special presidential service certificate and gift of appreciation from the Association.

Adjournment
President Ray declared the 56th Annual Meeting of the Association for Continuing Higher Education adjourned.

Part Four: Appendices

APPENDIX A
Membership Report
September 30, 1994

	2/15/94	New	Cancelled	9/30/94
AFFILIATE CLASS				
Institutions Represented	4	0	1	3
Individual Representatives	6	0	2	4
INSTITUTIONAL CLASS				
Institutions Represented	300	11	20	291
Individual Representatives	1122	23	27	1118
PROFESSIONAL CLASS				
Institutions Represented	366	31	37	360
Individual Members	459	50	59	450
HONORARY CLASS				
Individual Members	22	1	0	23

Members in 45 states, the District of Columbia, and 7 foreign countries (Canada, England, France, Japan, Kuwait, Mexico and Scotland). 1595 individuals representing 619 different institutions and organizations.

NEW INSTITUTIONAL MEMBERS

Elhmurst College - VI
Hinds Community College - VII
Judson College - VI
Kansas City Kansas Community College - VIII
Lifelong Learning, College for - I
Mary Baldwin College - V
Notre Dame of Maryland, College of - V
Quincy College - I
Shenandoah University Leesburg Center - V
Texas Pan American, University of - VII
Western Illinois University - VI

INSTITUTIONAL MEMBERS CANCELLED

Belmont Abbey College - V
Carroll College - XI
Colorado Mountain College - X
Dalhousie University - I
Edinboro University of Pennsylvania - IV
Franklin & Marshall College - IV
Franklin Pierce College - I
New Haven, University of - I
New York Inst of Tech - III
North Adams State College - I
Rochester Inst of Tech - II
Roger Williams College - I
Saskatchewan Institute of Appl Science & Tech - XI

INSTITUTIONAL MEMBERS CANCELLED, continued

Long Island Univ-Rockland Campus - II
Mass at Lowell, Univ of - I
Milwaukee Area Tech Coll - VI
Mohawk Valley Comm College -II
Sheppard Pratt(affiliate) - V
St. Louis University - VIII
Ursuline College - VI
Westminster College - IV

NEW PROFESSIONAL MEMBERS

Paul S. Adams - IV
Jamal N. Alhajji - IX
Nancy Allen - IV
Sharon L. Anderson - VII
Priscilla R. Bakke - I
Marilyn Booth - VI
Selma Brookman - III
James K. Broomall - V
Paul W. Decker - IX
Miriam Rosalyn Diamond - I
Carol Farber - VI
Archibald M. Fleming - III
Christine Gibbons - VI
Pearl B. Gorsky - III
Diane Goss - I
Linda Guzzo - I
Diane D. Henderson - VI
Lili High - VI
Robin A. Imbrigiotta - VI
Lynn Jest - XI
Lagretta Lenker - VII
Connie Martin - VIII
Linda McGraw - II
Peter L. Mora - IV
Wayne Murrow - VIII
Elizabeth M. Noonan - III
Nell Northington - VII
A. Barretto Ogilvie - XI
John Phillips - VIII
Vivienne Pierce - V
Daniel M. Pietrzak - I
David M. Ritter - V
Sylvia P. Ross - VII
Charline S. Russo - III
Alicia P. Savage - III
Madelyn Scastone - IV
Thomas P. Schmelz - VIII
Thomas A. Shostak - VII
Judith A. Sullivan - IV
Gerri Swan - IV
Nancy Szalivinski - VII
R. Joy Thompson - VI
Elaine M. Trumble - I
David P. Waldherr - III
Edwin J. Williams - IV
Edna Farace Wilson - IV
Jo Anne Wray - VIII
Morty Yalovsky - II
E. Meredith Young - IV
Albert Lee Zandu - I

PROFESSIONAL MEMBERS CANCELLED

Anne Bertholf - II
Earl Boone - I
Janet Brougher - XI
Linda Bush - VI
Frances Chiaramonte - I
Ronnie Davidson - IV
Robert Downey - I
Nancy DuMont - I
Joann Edmond - IX
Dean F. Eitel - VI
Delores Johnson - II
Muriel Jones-Settle - IV
Bea Kiyohara - XI
Marie A. Lawrence - IV
Kae Hutchison - XI
Douglas K. Jardine - XI
Carol Lanning - VI
Lee Leavengood - VII
Jon McDonough - VI
Richard J. Meagher - III

PROFESSIONAL MEMBERS CANCELLED, continued

Laura J. Evans - II
Richard Faryon - II
Francine Fink - I
Anne Louise Foxenburgh - II
Patricia Gabriel - I
Doris Ann Gentry - V
Johanna Glazewski - III
Philip R. Graf - VII
Zena Gray - IX
Max Graeber - V
Thomas Guinsburg - VI
Anne-Christy Haden - V
Cathy Harrington - VII
Norbert Henry - II
Julie Hellweg - VI
John E. Hess - VIII
Judith Hockman - IV
Helen Hood - VII
Martha Honeycutt - IX
Hans Moll - VI
Carol Mullings - VII
Milton Orris - VI
Hercules Pinkney - V
Patricia Pirro - II
Nila M. Reynolds - IX
Jill Rossiter - VI
Marcia Schekel - XI
Allan Service - X
Louis Sevilla - VII
Dan Shatzer - VI
Patricia Shaw-Edwards - VII
Ray Skrentny - VI
Sue Thomson - VI
Penny Tiedt - VI
Kris Turnbull - VII
Evie Adams Welch - VII
Larry Wickmann - XI
Mariellen Whelan - IV
Kenneth K. Wright - VIII

APPENDIX B
Comparitive Financial Summary
September 1992, August 1993, 1994

INCOME:	1992	1993	1994
Institutional Dues	$ 59,519.00	$ 61,475.00	$ 62,345.00
Professional Dues	16,915.00	18,556.00	19,907.16
Affiliate Dues	.00	470.00	.00
Miscellaneous			
Publications	820.00	817.50	2,411.66
Application Fees	1,000.00	800.00	1,100.00
Other	1,600.00	2,440.00	2,010.00
Interest		2,633.42	1,104.57
Kellogg Grant		3,226.03	1,734.37
Balance from Previous Annual Meeting		22,340.00	25,040.46
TOTAL:	$105,841.00	$ 90,417.95	$115,653.22

*NOTE: 1992 figures are based on September 30th closing date; 1993 and 1994 are based on August 31 closing date.

EXPENSES:	1992	1993	1994
Kellogg Grant		2,833.03	460.50
Publications			
Newsletter	3,974.40	1,896.82	4,418.39
JCHE	8,124.65	6,617.46	6,963.64
Proceedings	6,200.00	.00*	.00*
Directory	4,737.07	5,307.84	7,023.94
Brochure/Constitution	.00	.00	.00
Miscellaneous	51.00	.00	356.59
Total	23,087.12	13,822.12	18,762.56

	1992	1993	1994
Office Expenses			
Secretarial	17,760.52	16,816.87	16,693.68
Office Supplies	968.87	544.66	1,300.15
Printing & Duplicating	2,865.49	2,857.56	581.39
Telephone	1,214.50	1,105.90	1,037.71
Postage	3,807.04	5,763.31	2,926.10
Computer Service	52.00	133.79	.00
Accounting	4,007.62	4,611.40	600.00
Bond and Insurance	.00	.00	.00
Miscellaneous	.00	47.01	186.68
Total	30,676.04	31,880.50	23,325.71
Travel			
General	3,042.64	334.62	.00
Board Meetings	6,976.44	6,995.56	7,825.35
Committees	.00	.00	.00
Presidential	3,643.36	3,889.81	3,302.79
CAEO	2,184.65	.00	26.00
Total	15,847.09	11,219.99	11,154.14
Honoraria			
Exec. Vice President	2,750.00	2,600.00	2,704.00
Editor - JCHE	1,333.34	1,300.00	
Editor - 5 Minutes	1,600.00	1,927.45	
Total	5,683.34	5,827.45	2,704.00
Administrative Expenses			
Board Meetings	.00	.00	.00
Committees	590.50	2,500.00	1,217.41
Annual Meeting	20.63	643.00	50.99
Executive VP	.00	.00	.00
Presidential	.00	95.00	.00
Total	611.13	3,238.00	1,268.40
Dues - CAEO	200.00	200.00	200.00
Transition	.00	10,791.51	
Administrative Charge	1,417.63	849.83	1,000.00
TOTAL	77,522.35	80,662.43	58,875.31

*Proceedings expenses taken directly from Annual Meeting Funds.

FINANCIAL SUMMARY

	9/92	8/93	8/94
Income	105,841	90,417.95	115,653.22
Balance from Previous Yr.	84,042	84,608.64	69,374.70
Less Total Expenses	79,922	80,662.43	58,875.31
Kellogg Grant Balance		29,773.97	3,445.43
TOTAL ON HAND	$109,961	$124,138.13	$129,598.04

FINANCIAL STATUS
ACCOUNTS AS OF 8/31/94

Cash in Bank - Checking	$ 58,642.98
Invested Reserves	66,840.97
Advance: 1994 Annual Meeting	668.66
Kellogg Grant Balance	3,445.43
BALANCE ON HAND:	$129,598.04

Liabilities & Fund Balance

Current Liabilities	
Deferred Revenue-Kellogg Grant	$ 30,280.30
Funds' Balance	
Unrestricted	36,585.73
Restricted	62,732.01
TOTAL LIABILITIES & FUND BALANCE:	$129,598.04

APPENDIX C
Budget and Finance Committee Report
Proposed Budget
January 1- December 31, 1995

INCOME:		
Institutional Dues	$ 67, 824	
Affiliate Dues	-0-	
Professional Dues	20,500	
Miscellaneous	6,500	
Interest	1,995	
INCOME FOR PERIOD		96,819
PROJECTION: 1994 Annual Meeting	6,000	
TOTAL INCOME		$102,819

Institutional Dues	$240
Affiliate Dues	$240
Additional Members	$ 25
Professional Members	$ 60
Journal Subscriptions	$35/$45
Proceedings Subscriptions	$15/$17

Proposed 1995 Budget

EXPENSES	
Publications	
Newsletter	$ 6,800
JCHE	12,200
Directory	7,200
Brochure/Constitution	700
Miscellaneous	200
Office Expenses	
Secretarial	30,485
Office Supplies	1,750
Printing & Duplicating	1,200
Telephone	1,600
Postage	5,000
Computer Services	300
Accounting	4,200
Liability Insurance	2,860
Miscellaneous	200
Travel	
General	1,200
Board Meetings	8,000
Presidential	5,000
CAEO	200
Honorarium	
Executive Vice President	5,624
Administrative Expenses	
Committees	
Nominations/Elections	1,300
Research	3,000
Annual Meeting	
Recognition & Awards	800
Executive Vice President	400
President	200
Dues- CAEO	200
Replenish Reserves	-0-
Administrative Charge	2,000
TOTAL:	$102,819

APPENDIX D
Ethical Issues in Continuing Higher Education
1994 Committee Report

The members of the Ethical Issues in Continuing Higher Education met at the 55th Annual ACHE Conference in Jackson, MS. A decision was made to continue to pursue actions undertaken by the committee and to further investigate the efforts by Mr. David Steward, ACE, regarding the CAEO Code of Ethics.

This year, regional chairs were contacted to solicit examples of ethical issues which they or their region face. The regional chairs were also encouraged to keep the topic of ethics before their membership by including ethical issues in "roundtable" discussions at the regional level. The chairs of Regions III and VIII responded. We will continue to encourage these activities to assist in the identification of common concerns and encourage the development of a statement of principles.

As indicated by the mid-year report to the board, the presidents of several professional organizations were contacted to request efforts by their associations in addressing the issue of ethics. Responses were received from:

American College Personnel Association*
American Psychological Association*
Canadian Association for University Continuing Education*
Council for the Advancement of Standards for Student Services/Development Programs*
International Association for Continuing Education
National Academic Advising Association*
National Association of College and University Business Officers*
National University Continuing Education Association*

*Copies of these documents are available upon request from the Chair, Ethical Issues in Continuing Higher Education.

Mr. David Stewart was contacted regarding the status of the CAEO Draft Code of Ethics that could serve as a guideline for CAEO's members organizations. On June 11, 1993, CAEO adopted the Guidelines for Developing and Implementing a Code of Ethics for Adult Educators.

The committee is continuing to review the documents, and, following their deliberation, will make a recommendation to President Jim Vondrell, the Executive Committee, and the Board of Directors of ACHE. If at all possible, the committee will give their recommendations to the board at their upcoming meeting, Wednesday, October 26, 1994.

Respectfully submitted,

Regis M. Hail, Chair

APPENDIX E
International Continuing Higher Education (ICHE)
1994 Committee Report

I. Held meeting of the ICHE Committee in Jackson

- Agreed to continue award for Outstanding International Continuing Higher Education Program.

- Agreed to propose an ICHE session for the 1994 ACHE meeting.

- Reviewed the 1992-93 activities of committee and discussed potential other activities to explore.

II. Sponsored "Outstanding International Continuing Higher Education Program" award

- Marketing committee sent out more than 400 personal announcements and wrote an article for "Five Minutes" soliciting proposals.

- Selection committee, chaired by Kaye White Walker, selected three programs for awards and two for honorable mention.

III. Proposed and sponsoring ICHE session, "Partnerships Enhancing International Continuing Higher Education Programming"- 1994 Annual ACHE Meeting– ICHE Chair, Chair of Selection Committee and three award winners will participate in the session.

IV. Sponsoring ICHE roundtable session "Promoting International Continuing Education Programs" hosted by ICHE and moderated by Ed Minnock.

V. International Continuing Higher Education Committee meeting Sunday, October 23, 1994. Membership sharing of program successes, failures, and other international continuing higher education experience is planned.

Submitted by:

Dr. Shirley Smith Hendrick
Chair, ICHE

APPENDIX F
Membership Development
1994 Committee Report

As chair of the Membership Development Committee, I met with the ACHE Board of Directors at the mid-year meeting iin Charleston, South Carolina on February 27, 1994. Approximately two hours of the Board's afternoon session was devoted to membership development and a number of significant decisions were made.

First, it was agreed that the mandate of the Membership Development Committee ought to be interpreted in a broader context. "Membership Development" does not mean simply the recruiting of new members, but also encompasses concern for the cultivation of current members. Part of the rationale for this definition is that recruitment becomes much easier when the benefits of membership are clear and well articulated.

Secondly, it was agreed that membership on the committee ought to be expanded by eight additional members-at-large, four of whom would serve three-year terms, and four of whom would serve two-year terms. The addition of these members is intended to bring stability to the committee and to ensure continuity of the committee's work.

Thirdly, it was agreed that the Membership Development Committee would conduct a one-day workshop for its members preceding the ACHE Annual Conference in Toronto, Canada. Saturday, October 22, 1994 was established as the date. The purpose of the workshop is to more clearly define "membership development," and review the past work done by Oak Winters, Bob Miller and others, and to begin to develop a long and short range strategy for achieving the committee's collective vision.

It was further agreed that the Board of Directors would provide $100 each to committee members who incur the added expense of flying to Toronto one day early.

Subsequently, Committee Chair George Rogers, and Board Liasion Norma Long submitted a list of nominees to the expanded Membership Development committee. The following appointments wre announced by President Jim Vondrell on July 20, 1994: To two-year terms: Charlene Martin (Assumption College), Vann Gunter (Midlands Technical College), Pauline Drake (Spelman College), and Leonard Inge (Florida A&M). To three-year terms: Barbara Pennipede (St. Peter's College), Jerry Hickerson (Winston-Salem University), Cassandra Courtney (Wilberforce University), and Robert Williams (University ofAlabama).

In August, Norma Long and George Rogers devised the agenda for the workshop and invitations were sent to all committee members. A report on workshop activities will be submitted shortly after the national conference.

Submitted by: George Rogers, Stonehill College

APPENDIX G
Minority and Immigrant Affairs
1994 Committee Report

The purpose of the Minority Affairs Committee is to address the problem of low participation rates in ACHE by Black, Hispanic and Native American continuing higher education professionals.

The goals of this committee include:
(1) to increase the membership and active involvement of African American, Hispanic and Native American professionals in ACHE;

(2) to inform the Board and membership of current issues and concerns of minority professionals and communities; and

(3) to develop and recommend relevant annual program components designed to ensure adequate representation of minorities on the program and to address minority concerns.

Activities for the 1993-94 year include:

•Two sessions were accepted for the 1994 annual meeting (Minority Affairs Breakfast program featuring Dr. Marty E. Cheeseboro and a concurrent session, "Leadership Development for the Continuing Educator," by Eleanor Nolan.)

•A committee was established to devise criteria for a recommended Minority Affairs Committee award. Committee members included: Dorothy Crawford, Mary Kenyatta, Leonard Inge, Edith Barnett, Dorothy Brown and Bob Leiter.

•Two recommendations were presented for consideration by the ACHE Board. A proposal was presented for the presentation of a "Distinguished Minority Program Recognition Award>' The recommendation was not acted upon.

•We asked the Association's help in determining ways to ascertain the number and names of minority members. It was suggested that ways to capture this would be to wait until 1995 and ask for the information with the Directory mailing or do a special ad hoc mailing.

•A letter was sent to all participants of the 1993 annual conference Minority Affairs Breakfast. Many of these participants participated in the 1993 ACHE Pre-Conference. The chair encouraged their participation in activities of this committee and the association and invited them to the Region VII Conference.

•We were asked of our interest in developing a Directory of Minority Professionals similar to those published by other organizations. The committee should act on this suggestion.

•The chair met with some of the Board members during the Region VII Conference in March. As a result of that meeting, letters were sent to members of the Minority Affairs Committee. The letter requested that members revisit the purpose and goals of the ACHE Minority and Immigrant Affairs Committee for the purpose of determining whether there is still a need for such a committee.

•All of the members of the committee who were polled feel that it is necessary that this committee continue to function. It was felt that without such a committee, the gains that have been made would be lost. It was acknowledged that a new and broader focus should be considered. More work should be done on including and supporting members of all minority groups. As people join the Association, a method should be devised for determining whether they are minorities. If so, those names should be passed on to the Minority and Immigrant Affairs Committee. A refocus should be directed toward recruiting new minority professionals into the field of continuing education. Developing networking skills should be a new focus for the committee.

APPENDIX H
1994 Nominations Committee

A call for nominations for candidates for the 1994 ACHE ballot was mailed to the membership on March 14, 1994, soliciting nominations for the following national offices:

* President-Elect
* Vice President
* Directors-at-Large (3)

Board-imposed guidelines for nominations state that nominations cannot be accepted which could result in more than three individuals from a single region serving on the Board of Directors, including officers and directors-at-large, in any one year. Thus, because the Board reached its representation quota from Region 7, no member for Region 7 was eligible to be nominated for office in 1994.

The Committee met by phone on May 26, 1994 to review the qualifications of those individuals whose names had been placed in nomination. Subsequently, the following slate of candidates was presented to the membership in the June/July issue of Five Minutes:

* President-Elect:	Norma Long (Region V)
* Vice President:	Paula Peinovich (Region II)
* Directors-at-Large:	Waverly Coleman (Region IV)
	Jerry Hickerson (Region V)
	Patricia Lawler (Region IV)
	Barbara Ritchin (Region III)
	Allen Varner (Region VI)

Mail ballots and candidate profiles were mailed in early June to 2,000 institutional representatives, professional, affiliate and honorary members in good standing as of June 30, 1994. Of the 402 ballots returned, 396 were valid (six lacked signatures, rendering them invalid).

The Committee is pleased to announce the election results:

* President-Elect:	Norma Long
* Vice President:	Paula Peinovich
* Directors-at-Large:	Waverly Coleman
	Jerry Hickerson
	Patricia Lawler

Our thanks is extended to everyone who submitted nominations and to the candidates who allowed their names to be placed into nomination. Your willingness to provide leadership to this association is greatly appreciated.

Respectfully submitted by the members of the 1994 Nominations Committee:

Jan Jackson, Chair (Region IX)
Edie Barnett (Region V)
John Carpenter (Region IV)
Mary Kenyatta (Region II)
Rosemary Owens (Region VII)
Richard Roughton (Region VI)

APPENDIX I
Publications Committee
1994 Report

The primary purpose of the Association for Continuing Higher Education's standing committee on Publications is to review the various publications of ACHE and make recommendations to ACHE's Board of Directors regarding format, content, design, frequency and appropriateness of each.

The Journal of Continuing Higher Education.
The new editorial board is operating smoothly. Donna Queeney has forwarded the nominations of four individuals to the Board of Directors to replace four Editorial Board members whose terms will expire at the end of the calendar year. The nominees are: John F. Azzaretto, University of California, Riverside; Anne H. Colgan, University of Colorado at Boulder; George J. Lopos, The University of Iowa; and David A. Shore, Harvard School of Public Health. The committee wishes to thank Donna Queeney for her continuing excellent leadership as editor of the Journal.

Under the leadership of Paul Sable, a Journal promotional brochure was finalized and mailed this year. Many thanks to the original subcommittee, especially Karen Garver, who worked on this project and to Ron Sundberg, Paula Peinovich, Wayne Whelan and Donna Queeney who kept it going. And a special thanks to Paul Sable who did most of the work on getting it done and mailed to the right people. As a result of the mailing, we have, to date, over one hundred new subscriptions, one new institutional member and three new professional members.

Proceedings.
The Publications Committee is appreciative of the timely publication and distribution of the 1993 Proceeding of the 55th Annual Meeting of ACHE, Jackson, Mississippi, October 17-19, 1993. Our thanks go to Donna J. Boyd of California State University, San Bernardino, our editor, and to the ACHE Home Office.

Five Minutes with ACHE.
In August of 1993, the publication of our newsletter was transferred to the new home office. The excellent tradition of providing important information to the members in a "quick read" format continues. Our thanks go to Wayne Whelan, executive vice president and Irene Barrineau, ACHE Home Office manager. Members are reminded to submit items of interest to the membership for possible publication in the newsletter.

ACHE Directory.
The Directory is an essential resource for the membership and continues to be published in a timely fashion. The Association is indebted to Wayne Whelan, executive vice president, and his staff for the publication of the ACHE Directory.

In conclusion, the Publications Committee is again pleased to reaffirm that ACHE publications reflect a dedicated commitment to quality and continuous improvement. Congratulations to all our editors for their collective commitment to excellence.

Respectfully submitted,

Robert J. DeRoche
Chairperson

1993-94 Publications Committee Members
Robert J. DeRoche, Chair, Marquette University; Paula E. Peinovich, Board Liaison, Regents College; Donna J. Boyd, California State University, San Bernardino; Joyce Braga, University of Maryland; John Dickey, Furman University; Karen Garver, University of Nebraska-Omaha; Ruth Harper, Nebraska Wesleyan University; Linda H. Heindel, Moravian College; Carol Hightower, Texas Southern University; Jane Norton, Seton Hall University; Sharon O'Brien, Wayne State University; Rick Osborn, E. Tennessee State University; Donna Queeney, Pennsylvania State University; Paul Sable, Allentown College Saint Francis deSales; Henry A. Sheilds, Jr., Saint Peter's College; Ronald Sundberg; Barbara J. Walker, Jackson State University.

APPENDIX J
Research Committee
1994 Report

In the January 1994 issue of Five Minutes with ACHE, the date of April 24, 1994 was published as the deadline for submitting an ACHE Research Grant Application to Dr. Edna Wilson, formerly of LaSalle University and currently, dean, School of Continuing Education, Marywood College. Instructions regarding the format as well as the criteria by which the applications were to be evaluated also were published in the January issue.

The January 1994 issue of Five Minutes also included a reminder notice regarding the role of the Research Committee. During the past year, one questionnaire was reviewed and approved by the Research Committee.

Four research grant applications were reviewed and two were approved by the committee for funding by the Association. The recipients of the 1994 awards are Dr. Joseph F. Donaldson of the University of Missouri, Columbia whose application is entitled "The Value of Doctoral Degrees: An Assessment by University Continuing Educators" and Dr. Carol E. Kasworm of the University of Tennessee, Knoxville whose application is entitled "Descriptive Data Base of Adult-Oriented Colleges and Universities."

A request for proposals to design and conduct a two-year research project on the impact of the Kellogg-funded Leadership Institute was printed in the June/July 1994 issue of Five Minutes. No proposals were submitted to Dr. Ray Campbell, chair of the ACHE Research Committee. A follow-up memorandum to the members of the ACHE Research Committee was sent out on September 9, 1994 asking the members for their assistance in encouraging program evaluators and/or adult education research to submit proposals. To date, no proposals have been received.

Because of health-related reasons, Ms. Nancy Saks Rothman of SUNY at Stony Brook, a 1993 ACHE grant award recipient, will not be able to present her research findings at the 1994 ACHE Annual Meeting as previously reported. In addition, Mr. Steve Ehrlich, also a 1993 grant award recipient, submitted a request to defer his presentation until the 1995 ACHE Annual Meeting. Mr. Ehrlich's request was approved by the Research Committee. The titles of their respective proposals are: "Delayed Education and Social Mobility: The Economic Outcomes of Continuing Education" and "The Evolution of Adult Education at the New School for Social Research: An Examination of Mission and Organizational Change." Consequently, the session entitled "The ACHE Research Forum" had to be cancelled.

The Research Committee is holding a planning meeting from 9:30 to 11:00 a.m. on Sunday, October 23, 1994 at the ACHE Annual Meeting.

Dr. Ray Campbell will be presenting his research findings at the 1994 Annual Meeting in a session entitled "Course Assignments and the Adult Learner: Strategies that Work."

APPENDIX K
Resolutions 1994

BE IT RESOLVED that the Association in convention assembled express its congratulations and deep appreciation to Patricia Lawler, chair of the 1994 Program Committee, and to her colleagues on the committee for providing the Association with an excellently conceived program affording us both professional enrichment and the opportunity to explore the challenges of partnerships through excellent presentations, sessions, and informal discussions.

BE IT RESOLVED that the Association in convention assembled express its gratitude and appreciation to Hugh Innis and Alec Waugh, co-chairs of the Local Arrangements Committee, to the colleagues on the committee, and to Ryerson Polytechnic University and the University of Toronto serving as co-hosts, for their outstanding work in providing for the every need, comfort, and welfare of our members. The exciting and culturally rich city of Toronto, with its exceptional opportunities for learning and for a diverse range of experiences, has presented us with an excellent backdrop for our meeting.

BE IT RESOLVED that the Association in convention assembled acknowledge its profound appreciation to President James H. Vondrell and to the Board of Directors for their outstanding leadership during the 1993-1994 year. His presidency and the contributions of the Board have added significantly to the leadership of the Association within the continuing higher education community and have encouraged our members to increase their roles as effective and innovative leaders within their institutions, their communities, and the world at large.

BE IT RESOLVED that the Association in convention assembled acknowledge the excellent work of Wayne Whelan as Executive Vice President and Irene Barineau as Office Manager of our home office. During this transition year they have continued to provide high quality leadership and service to the Association.

BE IT RESOLVED that the Association in convention assembled commend Donna J. Boyd, Editor of the 1993 Proceedings, for her contributions to our organization through the editing and publishing of this consistently high quality publication.

BE IT RESOLVED that the Association in convention assembled commend Donna Queeney, Editor of The Journal of Continuing Higher Education, and her staff, for continued high standards in producing an exemplary journal to document both research and practice in our profession.

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Beverly Hart, University Director, Marymount College. We extend our sympathy to her family and colleagues.

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Anne Levenson, Associate Dean, College of General Studies, University of Pittsburgh. We extend our sympathy to her family and colleagues.

APPENDIX L
Two Year Colleges
1994 Committee Report

I. The Committee met at the 1993 Annual Meeting In Jackson, Mississippi.

* Agreed to focus on Call for Papers/Presentations for 1994 Annual Meeting in Toronto. The theme, "Enhancing Continuing Education through Partnerships: The Importance of Co-operation and Collaboration", is well suited for presentations by Two-Year Colleges.

II. The Committee sent a special letter and Call for Papers and Presentations flyer to Two Year Colleges that are Institutional Members of ACHE, Gulf Regional Interstate Collegiate Two Year College Consortium, Two Year College representatives that attended related conferences in 1993, Two Year Technical Colleges in South Carolina and New Hampshire, and other selected Two Year Colleges.

* Three proposals were submitted and two were selected for presentation in Toronto.

III. The Committee hosted a Round Table at the 1993 Annual Meeting in Jackson and will do so again at the 1994 Annual Meeting in Toronto.

IV. The Committee sent out a letter and informal questionnaire to Regional Chairpersons requesting information relating to Two Year College representation at regional events and activities. A copy of the tallied responses is attached to this report.

V. The Committee would like to acknowledge and thank Dale Myers, Liaison to this committee, for his efforts and contributions to this Committee and to ACHE on behalf of Two Year Colleges.

Respectfully submitted by:

Ron Blankenstein, Chair	College for Lifelong Learning
Dale Myers, Liaison	Thomas More College
Jerrelyn Madere	Delgado Community College
Deanna Howard	Trident Technical College
Thomas Davis	University of South Carolina
Vann Gunter	Midlands Technical College
Anita Pescow	Queensborough Community College
Marjie Ramos	Grossmont-Cuyamaca Community College
William Hankins	Drexel University
Joseph Fantl	Delaware Tech. and Comm. College

APPENDIX M
Officers - 1993-94

President: James H. Vondrellm University of Cincinnati
President-Elect: Ronald D. Ray, South Carolina State University
Vice President: Norma Long, College of Notre Dame of Maryland
Executive Vice President: Wayne L. Whelan, Trident Technical College
Immediate Past President: Jan Jackson, California State University, San Bernardino

Board of Directors

Raymond W. Campbell, Thomas Jefferson University
Gayle Cooper, University of Tennessee at Knoxville
Robert Leiter, Mississippi State University
Edith Barnett, Old Dominion University
Sue Pace, University of Southern Mississipi
Dale K. Myers, Thomas More College
Paula Peinovich, Regents College
Scott Evenbeck, Indiana University- Purdue University, Indianapolis

Editors

Donna Queeney, Editor
The Journal of Continuing Higher Education
The Pennsylvania State University

Donna J. Boyd, Editor
Proceedings
California State University, San Bernardino

Regional Chairs

Chair of Council: Norma Long, College of Notre Dame or Maryland
Region I: Susan M. Fitzgerald, Fairfield University
Region II: Joanne O. Geisel, Marist College
Region III: Denise M. Hart, Fairleigh Dickinson University
Region IV: Linda H. Heindel, Moravian College
Region V: Jerry Hickerson, Winston-Salem University
Region VI: Edith M. Barnett, Old Dominion University
Region VII: Dale K. Myers, Thomas More College
Region VIII: Thomas Westbrook, Drake University
Region IX: Jan Jackson, California State Univ., San Bernardino
Region X: Frank Santiago, Brigham Young University
Region XI: To be announced

APPENDIX N
1994 Program Committee

Patricia A. Lawler, Chair, Widener University
Donna J. Boyd, California State University, San Bernardino
Raymond W. Campbell, Thomas Jefferson University
Waverly Coleman, Pennsylvania State University, Delaware County
Gayle Cooper, University of Tennessee at Knoxville
Arlene DeCosmo, Widener University
Scott Evenbeck, Indiana University-Purdue University, Indianapolis
Nancy Gadbow, Nova Southeastern University
Josephine Gibson, Villanova University
Laurie Greenwood, Regents College
Patricia Hamilton, Concordia University
Diane E. Hennessy, Ryerson Polytechnical Institute
Hugh Innis, Ryerson Polytechnical Institute
Janice Harris Jackson, Kean College of New Jersey
Mary Kenyatta, State University of New York at Buffalo
Kristopher Krzyzanski, Wayne State University
Patricia Lust, Longwood College
Dale K. Myers, Thomas More College
Paula Peinovich, Regents College
Barbara A. Roseboro, Wayne State University
Allen D. Varner, Indiana State University
Alex Waugh, University of Toronto

1993 Local Arrangements Committee

Ryerson Polytechnical Institute
Diana E. Hennessy
Hugh Innis
Martha Ireland
John Love
Claire Shave
Maureen Sheridan

University of Toronto
Wendy Bonus
Susan Isbister
Betty Lam-Clarke
Donna Lee
Debbie Owen
Alex Waugh

Widener University
Patricia A. Lawler

APPENDIX O
Roll of Past Presidents and Annual Meetings

Year	Place	President	School
1939	New York	Vincent H. Drufner	University of Cincinnati
1940	Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941	Cleveland	A. Caswell Ellis	Cleveland College
1942	Buffalo	George Sparks (acting for A.L. Boeck, resigned)	Georgia State University
1943	Chicago	George Sparks	Georgia State University
1944	Pittsburgh	Norman P. Auburn	University of Cincinnati
1945	Philadelphia	Lewis Froman	University of Buffalo
1946	New York	Henry C. Mills	University of Rochester
1947	Minneapolis	F. W. Stramm	University of Louisville
1948	New Orleans	Rollin B. Posey	Northwestern University
1949	Cincinnati	Herbert Hunsaker	Cleveland College
1950	Denver	Frank R. Neuffer	University of Cincinnati
1951	Detroit	Robert A. Love	City College of New York
1952	Atlanta	Cortell K. Holsapple	Texas Christian University
1953	St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954	Milwaukee	Willis H. Reals	Washington University
1955	New Orleans	John P. Dyer	Tulane University
1956	New York	George A. Parkinson	University of Wisconsin
1957	Montreal	William H. Conley	Marquette University
1958	Louisville	Alexander Charters	Syracuse University
1959	Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960	San Francisco	Kenneth W. Riddle	Drexel University
1961	Cleveland	Richard A. Matre	Loyola of Chicago
1962	Miami	Daniel R. Lang	Northwestern University
1963	Boston	Richard Deters, S.J.	Xavier University
1964	St. Louis	Earnest S. Bradenburg	Drury College
1965	Dallas	Ralph C. Kendall	University of Toledo
1966	Buffalo	Robert F. Berner	State University of New York, Buffalo
1967	New Orleans	Ernest E. McMahon	Rutgers University
1968	San Francisco	William Huffman	University of Louisville
1969	Washington, DC	Raymond P. Witte	Loyola of New Orleans
1970	Montreal	Clarence Thompson	Drake University
1971	Des Moines	Joseph Goddard	University of Tennessee
1972	New York	William T. Utley	University of Nebraska

ROLL OF PAST PRESIDENTS/ANNUAL MEETINGS, continued

Year	Place	President	School
1973	Chicago	Hyman Lichtenstein	Hofstra University
1974	New Orleans	Carl H. Elliott	Tri-State University
1975	Salt Lake City	Alban F. Varnado	University of New Orleans
1976	Philadelphia	Richard Robbins	Johns Hopkins University
1977	Montreal	William Barton	University of Tennessee
1978	Fort Worth	James R. McBride	Canadian Bureau for International Education
1979	Toronto	Lewis C. Popham, III	State University of New York, Oswego
1980	Knoxville	Gail A. Nelcamp	University of Cincinnati
1981	Los Angeles	Frank E. Funk	Syracuse University
1982	New Orleans	Leslie S. Jacobson	Brooklyn College
1983	Dallas	Louis E. Phillips	University of Georgia
1984	Boston	Wayne L. Whelan	University of Tennessee at Knoxville
1985	Atlanta	Frank Santiago	Brigham Young University
1986	Philadelphia	Stanley J. Gwiazda	Drexel University
1987	Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988	Salt Lake City	Hal Salisbury	Trident Technical College
1989	Charleston	Peter K. Mills	Nova University
1990	Miami	John Michael Sweeney	Fairfield University
1991	Seattle	Sam C. Bills	University of Tennessee at Knoxville
1992	Milwaukee	Nancy Gadbow	Nova University
1993	Jackson, MS	Jan Jackson	California State University, San Bernardino
1994	Toronto	James H. Vondrell	University of Cincinnati

APPENDIX P
Citations for Leadership

Year	Place	Recepient
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, DC	Edwin H. Spengler
1970	Montreal	Daniel R. Lang
		Richard T. Deters
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters
		Ernest E. McMahon
1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)
1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard
		Adele F. Robertson
1983	Dallas	(no award given)
1984	Boston	Grover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)
1989	Charleston	(no award given)
1990	Miami	(no award given)
1991	Seattle	Roger Hiemstra
1992	Milwaukee	(no award given)
1993	Jackson, MS	Sam C. Bills
		Calvin L. Stockman
1994	Toronto	(no award given)

57th ACHE

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Annual Meeting

October 8 - 11, 1995

KANSAS ♥ CITY

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Trident Technical College
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